THE FUTURE OF OFFICER CAREER DEVELOPMENT SYSTEM
IN THE SLOVENIAN ARMED FORCES

A thesis presented to the Faculty of the U.S. Army
Command and General Staff College in partial
fulfillment of the requirements for the
degree

MASTER OF MILITARY ART AND SCIENCE
General Studies

by

MIHA RIJAVEC, CAPTAIN, SLOVENIAN ARMED FORCES
B.S., Faculty of Social Sciences, Ljubljana, Slovenia, 2001

Fort Leavenworth, Kansas
2013-02

# REPORT DOCUMENTATION PAGE

*Form Approved*
*OMB No. 0704-0188*

Public reporting burden for this collection of information is estimated to average 1 hour per response, including the time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing this collection of information. Send comments regarding this burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden to Department of Defense, Washington Headquarters Services, Directorate for Information Operations and Reports (0704-0188), 1215 Jefferson Davis Highway, Suite 1204, Arlington, VA 22202-4302. Respondents should be aware that notwithstanding any other provision of law, no person shall be subject to any penalty for failing to comply with a collection of information if it does not display a currently valid OMB control number. **PLEASE DO NOT RETURN YOUR FORM TO THE ABOVE ADDRESS.**

| 1. REPORT DATE *(DD-MM-YYYY)* 13-12-2013 | 2. REPORT TYPE Master's Thesis | 3. DATES COVERED *(From - To)* FEB 2013 – DEC 2013 |
|---|---|---|

| 4. TITLE AND SUBTITLE | 5a. CONTRACT NUMBER |
|---|---|
| The Future of Officer Career Development System in the Slovenian Armed Forces | 5b. GRANT NUMBER |
| | 5c. PROGRAM ELEMENT NUMBER |
| 6. AUTHOR(S) | 5d. PROJECT NUMBER |
| Miha Rijavec, CPT | 5e. TASK NUMBER |
| | 5f. WORK UNIT NUMBER |

| 7. PERFORMING ORGANIZATION NAME(S) AND ADDRESS(ES) U.S. Army Command and General Staff College ATTN: ATZL-SWD-GD Fort Leavenworth, KS 66027-2301 | 8. PERFORMING ORG REPORT NUMBER |
|---|---|

| 9. SPONSORING / MONITORING AGENCY NAME(S) AND ADDRESS(ES) | 10. SPONSOR/MONITOR'S ACRONYM(S) |
|---|---|
| | 11. SPONSOR/MONITOR'S REPORT NUMBER(S) |

**12. DISTRIBUTION / AVAILABILITY STATEMENT**
Approved for Public Release; Distribution is Unlimited

**13. SUPPLEMENTARY NOTES**

**14. ABSTRACT**
The thesis describes the Officer Career Development (OCD) system in the SAF for the first ten years of the officer's career. The main purpose of the paper is to develop a proposed OCD system for the SAF, which will provide a certain level of predictability in an officer's career path that includes identifiable competencies, as well as developing a competitive environment for officer promotion. The thesis also focuses on determining the appropriate tools for a retention policy, which are feasible and acceptable under the constraints provided by civilian labor law. The primary research question is "What changes in the OCD system, for the first ten years of an officer's career, should SAF adopt to meet its future challenges?"

The paper defines OCD system through four personnel function defined as accession, development, promotion and transition. The paper describes the current OCD system with in depth legislation analysis constraining the military personnel management in the SAF. The SAF is in transformation and reorganizing its units into regimental system with company commanders being in the rank of major. This is one of the reason thesis looks also at the British Army OCD system, which could be in certain areas applicable to the new structure of the SAF.

The paper discusses the proposed OCD system and introduces few new concepts in the personnel management, such as: accession program, the year group, new evaluation system. All of those new concepts allow the proposed OCD system to introduce centralized execution of personnel management, provide transparent and predictable career path, based on competencies of the individual.

**15. SUBJECT TERMS**
Slovenian Armed Forces, British Army, Officer Career Development system, Officer Corps, Future Challanges.

| 16. SECURITY CLASSIFICATION OF: | | | 17. LIMITATION OF ABSTRACT | 18. NUMBER OF PAGES | 19a. NAME OF RESPONSIBLE PERSON |
|---|---|---|---|---|---|
| a. REPORT | b. ABSTRACT | c. THIS PAGE | | | 19b. PHONE NUMBER *(include area code)* |
| (U) | (U) | (U) | (U) | 108 | |

**Standard Form 298 (Rev. 8-98)**
Prescribed by ANSI Std. Z39.18

MASTER OF MILITARY ART AND SCIENCE

THESIS APPROVAL PAGE

Name of Candidate: Captain Miha Rijavec

Thesis Title:    The Future of Officer Career Development System in the Slovenian
                 Armed Forces

Approved by:

_____, Thesis Committee Chair
John M. Sullivan Jr., M.S.

_____, Member
Matthew W. Broaddus, M.S.

_____, Member
Curtis S. King, Ph.D.

Accepted this 13th day of December 2013 by:

_____, Director, Graduate Degree Programs
Robert F. Baumann, Ph.D.

ABSTRACT

THE FUTURE OF OFFICER CAREER DEVELOPMENT SYSTEM IN THE
SLOVENIAN ARMED FORCES, by Captain Miha Rijavec, 108 pages.

The thesis describes the Officer Career Development (OCD) system in the SAF for the
first ten years of the officer's career. The main purpose of the paper is to develop a
proposed OCD system for the SAF, which will provide a certain level of predictability in
an officer's career path that includes identifiable competencies, as well as developing a
competitive environment for officer promotion. The thesis also focuses on determining
the appropriate tools for a retention policy, which are feasible and acceptable under the
constraints provided by civilian labor law. The primary research question is "What
changes in the OCD system, for the first ten years of an officer's career, should SAF
adopt to meet its future challenges?"

The paper defines OCD system through four personnel function defined as accession,
development, promotion and transition. The paper describes the current OCD system
with in depth legislation analysis constraining the military personnel management in the
SAF. The SAF is in transformation and reorganizing its units into regimental system with
company commanders being in the rank of major. This is one of the reason thesis looks
also at the British Army OCD system, which could be in certain areas applicable to the
new structure of the SAF.

The paper discusses the proposed OCD system and introduces few new concepts in the
personnel management, such as: accession program, the year group, new evaluation
system. All of those new concepts allow the proposed OCD system to introduce
centralized execution of personnel management, provide transparent and predictable
career path, based on competencies of the individual.

ACKNOWLEDGMENTS

I would like to thank my committee for all the guidance, support and patience they displayed while writing this thesis. Their interest in my subject kept me motivated and made this thesis possible. Special thanks to my Committee Chair who kept my spirit high at the beginning of the MMAS Program.

Most of all I would like to express my gratitude to my wife Jasna for being my biggest fan in the world. Without her love and support, I would not be able to succeed and enjoy this year at CGCS as much as I did. Thank you honey for being my friend and my life companion.

TABLE OF CONTENTS

# ACRONYMS

BA   British Army

KD   Key Development

MET   Military Education and Training

OCD   Officer Career Development

OEP   Officer's Evaluation Package

OER   Officer's Evaluation Report

RS   Republic of Slovenia

SAF   Slovenian Armed Forces.

TED   Training and Education Doctrine

ILLUSTRATIONS

TABLES

CHAPTER 1

INTRODUCTION

This study will propose changes in the Officer Career Development (OCD) system, for the first ten years of an officer's career that Slovenian Armed Forces (SAF) should adopt to meet its future challenges. Before examining potential changes to the OCD system in SAF, it is important to understand the background of the SAF and its Officer Corps.

The SAF celebrated 22nd Anniversary of establishment on 15 May 2013. It was basically developed on two somewhat different, but complementary tiers. The first is the Territorial Defense, and the second is the Maneuver Structure of National Defense (MSND). Structurally it was formed from Territorial Defense of the Yugoslav People's Army (YPA). Constituted in 1968, the YPA Territorial Defense was a response to the Soviet Union's attack on Czechoslovakia, and it followed the General People's Defense (GPD) doctrine. This doctrine allowed for republics in Yugoslavia to establish the auxiliary units. The republics were therefore able to organize the preparation and execution of the defense of a country at the municipal level.

The cultural aspect of today's SAF was primarily formed by the War for Independence in 1991. A hastily formed Manoeuver Structure of National Defense (MSND) complemented a fixed, existing Territorial Defense structure that was still under the YPA influence. Formed in utmost secrecy and leading the bulk of the war effort in 1991, the MSND represent the backbone of the SAF today.

In the last twenty two years the SAF transformed from a conscript system, using mostly outdated YPA doctrine and manuals, to today's small, all-volunteer professional

army. Based on current NATO standards, today's SAF is capable of deploying a battalion size force with NATO forces.

This rapid transformation left the Slovenian military culture and Officer Corps facing numerous issues. The Officer Corps' diversity in source, training, and experience and different levels of professionalism, combined with different understandings of the roles of the officers, are the most evident of those issues.[1] The reasons for the diversity of the Officers Corps are very complex and are part of different policies implemented through the short history of SAF. The division between officers created by different policies of promotion, different recruitment, training and educating requirements, and other policies creates the most frustration within the Officer Corps. All of them also have implications on the development of the OCD system.

Different policies of developing and promoting created a group of officers protected by the Defense Act, which states that they do not need a University degree to maintain the status of an officer.[2] Having a University degree is one of the primary prerequisites for an individual entering the selection process for an officer in the SAF today.

Slovenia still has a few individuals holding their commission due to their completion of the Officer Reserve School in the former YPA but do not hold a University degree even though Act Amending the Defense Act states, that in order to hold the rank

---

[1]Mojca Grasic, "Osnovno Solanje Castnikov" [Basic education for officers], *Slovenian Armed Forces Bulletin* 10, no. 1 (May 2008): 27.

[2]National Assembly of the Republic of Slovenia, *Zakon o obrambi (ZoObr)* [Defense act], National Assembly of the Republic of Slovenia, law ed. (Uradni list RS, Ljubljana, 103/2004), 12502.

and duty as an officer, every individual must finish their University education no later than 14.01.2009.[3] Some of them finished their University degree and are now part of the Officer Corps; some of them never did. Among the later, some are now Non-Commissioned Officers (NCO) and others who still hold a rank of an officer, work on the NCO positions. This creates additional confusion. Different recruiting methods, military education and training are bringing another group of officers into the SAF Officer Corps. Of these areas, the least effect on the diversity among officers is the recruitment model.

Current recruitment of the candidates for SAF Officers is done in several methods: through various scholarship programs, via recruitment from the job market, through individuals attending different military academies abroad, and with recruitment in the existing SAF resource pool from the NCO Corps or individual soldiers with a University degree. Recruitment is based on a model similar to the systems in other countries but still creates some divisions and conflicts among individuals entering the Officer Candidate School (OCS). However, recruitment is the least of the problems concerning the OCD system once the individuals finish OCS. The performances in OCS and different opportunities for follow-on military training and education, impacts the Officer Corps and the developing the OCD system even more significantly than recruitment.

The diversity of the education system for Slovenian Officer creates issues and conflicts among officers who have the opportunities to pursue their education and training abroad and those who do not. Clearly, those opportunities create major discrepancies between the level of knowledge and experiences one can get while studying

---

[3]Ibid., 12503.

abroad compared to the officer staying in Slovenia. The selection process for pursuing

education and training abroad is demanding and can be adopted as an example when

discussing the tools for retention policy, because it introduces the natural selection among

individuals capable of performing in international environment and those who cannot. To

close the intellectual gap among those officers, the SAF has to adopt significant changes

concerning its training and education system.

According to Colonel Dusan Tos, a member of the SAF Training and Doctrine

Command (TRADOC) Staff, admitted that the Slovenian education system was a product

of the resources available when the SAF was created.[4] Professors Anton Zabkar and Uros

Svete, at the Faculty for Social Science at University of Ljubljana, clearly identified the

deficiencies in the SAF officer educational system as compared to other modern military

systems in Europe. They cited several reasons for the problems, the most important being

the lack of a qualified teaching faculty, the absence of entrance criteria for the staff, the

lack of technical subjects in the curriculum, and the disproportionate levels of training

and education in the SAF Officer Corps education system.[5] All of these left an impact on

OCD system and the officer corps.

While some of the reasons for shortfalls of current OCD system are clearly

observed in the diversity of the officer corps, others are part of the broader legislation

---

[4]Dusan Tos, "Vojaski Izobrazevalni Sistem-Realnost Ali Muha Enodnevnica" [Military education system: Reality or short-lived solution], *Slovenian Armed Forces Bulletin* 10, no. 1 (May 2008): 97-120.

[5]Anton Zabkar and Uros Svete, "Solanje Vojaskih Profesionalcev Med Tradicionalnimi Izhodisci in (Post) Modernimi Izzivi" [Educating military professionals: between traditional starts and (post)modern challenges], *Slovenian Armed Forces Bulletin* 10, no. 1 (May 2008): 183-208.

frame which this paper will define in detail. Crucial for improving the OCD system will be the maturity of an organization and its willingness and preparedness to develop a transparent and competitive promotion system, and enforce it.

This study will first look at the current OCD system with the purpose of defining the environment. This paper introduces the SAF, to include its roles and function, the current career path for an officer, and the importance of competencies and their implications on the OCD system. An important item to consider while discussing the SAF's OCD system is the current labor law which defines legal status of a soldier in Slovenia.

The status of a Slovenian soldier is very similar to his civilian counterpart working for the government. The same civilian labor law pertaining to government employees governs both. This plays a significant role in determining the OCD system, especially the nature of the retention policy needed for the future. Analyzing Slovenia's own system without comparing it with others is too narrow and might not provide the ideas for the future development of the OCD system. Thus, this study will look at the British Army (BA).

The BA's OCD system is interesting because of the regimental system that is its basis. The SAF are pursuing this path in the transformation process. The career path for an officer in the BA to the level of company command (held in the rank of major), will be examined to determine a possible application to the SAF.

The future challenges of the SAF are determined by fiscal constraint, and involvement of SAF officers and NCOs in multinational HQ within a NATO or European Union structure. Other challenges are deployments to various UN or NATO led

operations, while still being potentially involved in supporting the civil authorities in times of natural disasters or other emergencies.

Those challenges will also determine its future resource management policy. While human resources are still the most important ones for the SAF, an improved OCD system must develop a competent officer, able to lead in those future challenges. This system will have an effect on the attributes and competencies that Slovenia should seek in its officers for the first ten years in their service. Improving the OCD system for the first decade, based on those competencies, will be the focus of this research.

The paper will examine the OCD system through the basic personnel management functions of accession, development, promotion and transition. All with the purpose to produce leaders with knowledge and capabilities to operate on different positions at home and abroad, international military structures and environment, and be able to cooperate with non-military actors.[6]

The reflections in first chapter lead me to proposed thesis title: "The Future of Officer Career Development System in Slovenian Armed Forces.''

Research question

The primary research question for the thesis is: "What changes in the OCD system, for the first ten years of an officer's career, should SAF adopt to meet its future challenges?''

---

[6]Mojca Pesec, *Doktrina vojaskega izobrazevanja in usposabljanja* [Training and Education Doctrine], PDRIU (Maribor, Slovenija, 2013), 4.

The answer to this question is significant in order to develop the OCD system for the first ten years of an officer's career and could lead to establishment a comprehensive OCD system for the entire career of an officer.

Secondary questions should provide a better understanding of the SAF and therefore enable the thesis to frame the problem of the current OCD system that would lead to an answer of the primary question. These secondary questions are:

1. What are the current roles and functions of the SAF?

2. What kind of OCD system does the SAF currently have in place?

3. What are the implications of the civilian labor laws for the current and future OCD system?

4. What policies are in place for the current retention system?

5. Are there any possible applications for changes in the OCD system in SAF from the BA model of the OCD system?

6. What attributes and competencies do SAF Officers require for their first ten years of service?

7. How will an improved OCD system encompass those necessary attributes and competencies to establish a level of predictability in an officer career path and competitive environment for promotions?

8. How will improved OCD system support a successful retention policy in SAF?

<u>Assumptions</u>

The thesis will be based on the current legal system which defines the SAF, the status of Slovenian Officer, and the retention policy in SAF. A review of the Constitution of Republic of Slovenia provides an overall assessment of the role of the military in

Slovenian society. The Defense Act and the SAF law together with the Resolution of National Security of the Republic of Slovenia provide the overarching legislative documents governing Defense System, roles and function of SAF. Labor laws and laws governing the Government employees are determining the status of Slovenian Officer and issues concerning retention policy.

Definitions

Attributes. What Army leaders should be and should know. They are built through the values and identity of the leaders (character); the leaders' outward appearance, demeanor actions and words (presence) and the mental and social faculties the leader applies in the act of leading (intellect).[7]

Career Development System. Is a process of balancing of employee career needs and labor needs of an employer. Organizational tools and subsystems of CD system, used by the employer, are recruitment, system of promotion and motivation, determining and evaluating the competencies, and training and evaluating.[8] OCD is a career development system specifically for officers.

Career Path. Is a variable line in individual progression through different positions during his or her employment in the Army. It is connected with ability of individual to be promoted, assigned to other positions within the same pay grade, or degraded. Career path in the SAF presents possible positions or reassignments for each individual.

---

[7]U.S. Department of the Army, Army Doctrine Publication (ADP) 6-22, *Mission Command* (Washington, DC: Training and Doctrine Command, 2012), 5-6.

[8]Tatjana Stefanic, "Dejavniki razvoja kariere" [Factor of Career Development] (Research Project, University of Ljubljana, Ljubljana, RS, 2010), 11.

Competencies. Competencies are defined as activation and connection of individual knowledge, capabilities, motivation, self-awareness and values, which allows an individual to perform his or her duties and solve problems in unknown and diverse environments.[9] The competencies provide a clear and consistent way of conveying expectations for Army leaders. The Army leaders serve to lead others; to improve the environment; to develop themselves, others and the profession as a whole; and to achieve organizational goals.[10]

Key Development Positions. These are deemed fundamental to the development of an officer in his or her core branch or functional area competencies, or deemed critical by the Senior Army leadership to provide experience across the Army's strategic mission.[11]

Officer Corps. ''This is the body of commissioned officers imbued with a unique self-concept defined by the following four identities: warrior, member of profession,

---

[9]Andrej Kohont and Mateja Naglic, "Analiza kompetenc v Slovenski vojski" [Competence analysis in SAF], *Slovenian Armed Forces Bulletin* no. 4 (December 2006): 161.

[10]U.S. Department of the Army, ADP 6-22, 7.

[11]U.S. Department of the Army, Department of the Army Pamphlet (DA Pam) 600-3, *Commissioned Officer Professional Development and Career Management* (Washington, DC: Department of the Army, 2010), 14.

servant of country, leader of character.''[12] SAF Officer Corps is the most professional part of military profession in SAF forces.[13]

Officer. A person who holds a position of authority or command in the military.[14] In the SAF, an officer has a University degree education and has finished Officer Candidate School. The ranks of an officer in SAF are: second lieutenant, first lieutenant, captain, major, lieutenant colonel, colonel and brigadier.[15]

Retention Policy. Represents a set of rules and standards set by the organization, which must be achieved by individuals who want to enter or remain in the organization. They provide the tools to define the requirements to individuals already in the organization to prolong their employment or to serve as the criteria to reduce members of the organization when this step is necessary.

Limitations

Limitations of this paper include the research on SAF and its Officer Corps and a comparison with the BA. The paper will focus on the first ten years of Officer's service in the military and will also propose a new OCD system for that period; a system based on attributes and competencies.

---

[12]Lloyd J. Matthews and Don M. Snider, *The Future of the Army Profession*, Rev. and expanded, 2nd ed. (Boston, MA: McGraw-Hill, 2005), 9.

[13]Ljubica Jelusic and Nada Kronja-Stanic, *Legitimnost Sodobnega Vojastva* [Legitimacy of modern soldiery] (Ljubljana, Slovenia: Knjizna Zbirka Teorija in Praksa, 1997), 107-108.

[14]Merriam-Webster Dictionary, s.v. "Officer," http://www.merriam-webster.com/dictionary/officer (accessed 25 April 2013).

[15]National Assembly of the Republic of Slovenia, *Zakon o obrambi (ZoObr)*, 12489.

An addition to the above another limitation is added concerning the BA. The paper will focus on Regular British Army and define the OCD system for officers who serve on a Length of Service based Terms of Service (LToS).

## Scope and Delimitations

The study will focus on Officer Corps and OCD system through the recruitment system, training and education, attributes and competencies, and key development positions for determining career path and retention. It should not be understand that the findings of the paper are applicable to the NCO Corps or enlisted personnel. The proposed OCD system for the first ten years could serve as a guide for development the whole OCD system in the SAF.

The thesis uses the term "officer" and "he" in the generic sense for both female and male members of the Officer Corps.

## Significance of Study

This study will help develop the OCD system in the SAF for the first ten years of an officer's service based on competencies. This is significant because developing competent leaders is one of the issues the SAF have to face to be able to meet future challenges. Through analysis of other OCD systems and challenges the SAF are currently facing, the paper will identify gaps in the current system and propose some solutions to fill them.

## Summary and Conclusions

The challenges for the SAF are found in its mission, operational environment, legislative, and fiscal constraints and will determine its future resource management

policy. Because human resources remain the most important asset for the SAF, the improved OCD system should develop a competent officer, able to meet the nation's future challenges.

This paper will focus on improving the OCD system in the SAF to meet those challenges. A clearly defined and improved OCD system will provide a level of predictability in an officer's career path that includes identifiable competencies, as well as developing a competitive environment for officer promotion. It will also focus on determining the appropriate tools for a retention policy, which are feasible and acceptable under the constraints provided by civilian labor law.

This thesis will review the existing literature in the next chapter. The literature review will frame the research question from different perspectives, give a view into the existing material, and will identify the gaps that need to be filled in the future research.

CHAPTER 2

LITERATURE REVIEW

This study will propose changes in the Officer Career Development (OCD) system, for the first ten years of an officer's career, that Slovenian Armed Forces (SAF) should adopt to meet its future challenges.

This literature review is structured to follow the content of the thesis and will provide a comprehensive review of existing literature that is useful in defining the OCD system. This review will define the SAF roles and functions, current OCD system and legislative environment with the intent to understand the current environment in the SAF. The detailed review of the OCD system in the British Army (BA) will provide a basis for comparison and possible applications to the one in the SAF.

The existing literature about the OCD system in the SAF describes several recent attempts to determine the system through the past years. The terminology about personnel management used in those attempts as well as in other publications changed through the years. This paper is focusing the review of the literature on only past ten years with the exemption of the respective legislation.

Career Development System

The Personnel management system includes numerous personnel activities and procedures, to include accession, selection, allocation, evaluation, promotion and planning. An officer's career is part of that personnel management and is defined in many ways. Nevertheless, the common part of all definitions is individual progression to a position with greater responsibilities, increased benefits and requiring knowledge that is

13

more extensive and of greater expertise. Current definitions also have in common following two shared characteristics:

1. Successful progression and promotion in the profession;

2. A planned process of acquiring the education, experiences, capabilities and skills.[16]

The development, promotion and evaluation of the individual are all functions of personnel management. LTC Thomas J. Edwards in his "Strategy Research Project" at the US Army War College defines these functions as basic personnel management functions and divides them into: accession, development, utilization, sustainment, promotion and transition.[17] Similar definition is provided by LTC Rudi Kosmrlj's thesis at the SAF General Staff School. He defines career development (CD) as developing the educated and qualified structure for employees with acknowledgment of interests of the individual and organization. The instruments of career development as he defines them are accession, development, promotion and education of personnel.[18]

The CD system therefore requires the support of the top leadership of the organization and is included in the policy of the organization. The purpose of the CD system is assuring that the interests of the individual, his skills, values and needs are met

---

[16]Boris Bratusek, "Kariera in Vojasko Izobrazevanje" [Career and military education], *Slovenian Armed Forces Bulletin* 10, no. 1 (May 2008): 38-39.

[17]Thomas J. Edwards, "Full Spectrum Army Officer Management" (Research Project, Army War College, Carlisle Barracks, PA, 2012), 3.

[18]Rudi Kosmrlj, "Model kariernega razvoja kadrov v Slovenski vojski" [The model of career development of personnel in SAF] (Research Project, Poljce, PDRIU, 2008), 15.

with those of the organization. Organizations use CD system as a tool to connect the individual's goals and needs of the organization.[19]

Therefore, the CD system encompasses four basic functions of personal management: accession, development, promotion and transition. Accession is a process of recruiting and selecting the personnel for the organization. Development and promotion are part of individual CD and encompass assigning the individual, as well as educating, evaluating and promoting him to higher positions with higher responsibility, rank or pay grade. Transition is the last part of CD system and deals with the retention of the personnel or separation procedures.

<u>Officer Career Development System in the SAF</u>

The Military Doctrine of the SAF defines management of personnel as a resource for SAF operations based on four fundamental premises:

    1. Human resources represent the most valuable asset of the SAF;

    2. Efficient human resource management is the key to SAF success;

    3. Human resource management should merge the goals of individuals and the objectives of the armed forces;

    4. Outstanding achievements depend mainly on organizational culture and values, the atmosphere in the armed forces and the position, role and practices of the leadership.[20]

---

[19]Ibid., 17.

[20]Branimir Furlan et al., *Military Doctrine* (Ljubljana: Defensor, 2006), 31.

To define the OCD system in detail, this paper examines the roles and functions of the SAF defining its structure, training and readiness level.

The SAF roles and functions are found in the Constitution of the Republic of Slovenia, the Defense Act, the Service in the Slovenian Armed Forces Act, Slovenia's National Security Strategy, and Military Doctrine. The Republic of Slovenia (RS) provides its security through a peaceful policy and a culture of peace and non-violence.[21] The basic role of the SAF is the military defense of the Country. The National Security Strategy of the RS defines the SAF as an integral part of the National Security Policy through which the RS pursues its national and strategic interests.

Slovenia's national interests are its independence, sovereignty and territorial integrity, as well as the preservation of the national identity, culture, and self-sustainability of the Slovenian nation. Strategic interests are the recognition and conservation of the integrity of its international borders and territory as well as access to the sea. The National Security Strategy of the RS is the plans for executing the National Security Policy by coordinating the different ways and means of addressing the threats and risks to national security. It consists of diplomacy, defense policy, internal security, and the system for addressing natural and other disasters. Consistent with the modern and multidimensional interpretation of security, the National Security Policy also includes economic, social, information, environmental, health, demography policy and others.[22]

---

[21]National Assembly of the Republic of Slovenia, *Ustava Republike Slovenije* [The Constitution of Republic of Slovenia], National Assembly of the Republic of Slovenia, law ed. (Uradni list RS, Ljubljana, 33/1991), 1382.

[22]National Assembly of the Republic of Slovenia, *Strategija o nacionalni varnosti Republike Slovenije* [The national security strategy of Republic of Slovenia], National

The defense policy, as one of the bodies within the National Security Policy structure, provides the defense capabilities for the RS, to ensure the national defense within the system of collective defense and security. It ensures the ability to fulfill the international commitments of the RS. The involvement of defense forces in operations abroad is based on their direct correlation to the national security of the RS, and international legitimacy of those operations. This will contribute to the increased security and stability of the RS and the successful exercise of national interests, as well as better recognition and legitimacy of the RS among the International Community.[23] Some of the future challenges of the SAF derived from the National Security Strategy include the capability of conducting combat operations within international alliances operating in conventional and asymmetrical environments.[24]

The defense of the country is composed of military and civil defense. The SAF role is in execution of the military defense of the RS alone or within an alliance.[25]

The tasks of SAF as stated in the Defense Act[26] are:

1. Provide military education and training for combat operations and other forms of military operations;

---

Assembly of the Republic of Slovenia, law ed. (Uradni list RS, Ljubljana, 27/2010), 3677, 3681.

[23]Ibid., 3682.

[24]Ibid., 3684.

[25]National Assembly of the Republic of Slovenia, *Zakon o obrambi (ZoObr)* [Defense act], National Assembly of the Republic of Slovenia, law ed. (Uradni list RS, Ljubljana, 103/2004), 12478.

[26]Ibid., 12479.

2. Provide the necessary level of readiness;

3. Conduct the military defense of the Republic of Slovenia;

4. Cooperate, within its means and capabilities, in case of natural and other

   disasters;

5. Execute obligations accepted by the country's membership in international

   organizations or signed international treaties.

The Slovenian Armed Forces Act elaborates on those tasks to include military

diplomacy, deployment as part of United Nations (UN) or allied led operations outside of

the territory of RS and cooperation with the Slovenian Police force protecting the

international borders.[27]

The Military Doctrine of the SAF encompasses the mission and tasks of the SAF.

As outlined in the Doctrine, the mission of the SAF is: "in co-operation with the alliance

to deter military aggression against the RS, contribute to international peace and stability,

conduct military defense of the RS, and reestablish national sovereignty on the entire

territory."[28]

The Doctrine also defines the mission essential tasks and other tasks for the SAF.

The mission essential tasks are: maintain operation readiness, activate and mobilize

forces, deploy forces to the area of operation, conduct decisive operations, conduct

---

[27]National Assembly of the Republic of Slovenia, *Zakon o sluzbi v Slovenski vojski* [Slovenian Armed Forces Act], National Assembly of the Republic of Slovenia, law ed. (Uradni list RS, Ljubljana, 68/2007), 9627.

[28]Furlan et al., 24.

offensive operations, and sustain forces. Other tasks contribute to international peace, security and stability; and support in ensuring the safety and welfare of RS citizens.[29]

The current roles and functions of the SAF drive its organizational structure as well as other elements of the organization, to include the OCD system. The current OCD system in the SAF is the product of existing RS legislation. With this roles and functions in mind, this paper focuses on four basic functions of personnel management: accession, development, promotion and transition.

<u>Accession</u>

The accession of the future officer is currently based on three sources. Future officers are recruited from the existing structure of the SAF, either NCO or enlisted personnel, from the civilian market, and through various scholarship programs to include military academies abroad.

The Defense Act defines the entry procedures for all applicants in the Ministry of Defense:

1. Applicants for employment in the Ministry of Defense must meet the requirements for all civil servants with few exemptions;

2. Employees of the Ministry of Defense have to be citizens of the RS and are not allowed to have double citizenship;

3. For officers of the SAF the additional requirements include:

---

[29]Ibid., 24.

a. Being mentally and physically able to perform military duty and has

   completed the basic training (officers have to complete the Officers

   Candidate School within two years from signing the contract);

b. Completed university degree level education;

c. Will not be a member of a political party;

d. Completed the security screening;

e. Was not convicted for a criminal act;

f. Is not older than 30 years.[30]

The Defense Act defines the contract length for officers which can be signed for

as indefinite time or for 10 years duration.[31] The limited contract, which exists for

officers until the rank of a major, can be changed to a contract for an indefinite time for

officers with a rank of major or higher.[32] The contract can be prolonged again for the

same period of time.[33]

Officer accession also focuses on recruitment efforts as well as developing the

concept known in the United States military as the Reserve Officer Training Corps

(ROTC), which does not exclude OCS, which is stated in Defense Act as the only way to

be commissioned in the SAF. Doctor Igor Kotnik, current political adviser to the Chief of

---

[30]National Assembly of the Republic of Slovenia, *Zakon o obrambi (ZoObr)*, 12493-12494.

[31]Ibid., 12494.

[32]Rudi Kosmrlj, "Model kariernega razvoja kadrov v Slovenski vojski" [The model of career development of personnel in SAF] (Research Project, Poljce, PDRIU, 2008), 51.

[33]National Assembly of the Republic of Slovenia, *Zakon o obrambi (ZoObr)*, 12494.

General Staff of the SAF, in his article "A Modern Officer of the Slovenian Armed Forces: Their Characteristics and Formation" explains the value of this ROTC type program for small countries with limited resources if adopted with certain modifications in the SAF Officer Recruitment system.[34]

<center>Development</center>

The next step after accession is the development of the officer. Developing an officer includes various functions and procedures. The Directive for Personnel Management Procedures in the SAF defines those functions and procedures as the process of basic training, review of the officer's performance through Officer Evaluation Reports (OER), and acquiring advanced education and training.

Military Education and Training (MET) allows the transformation of civilians to tactically and technically competent military personnel, exercising military values and understanding the importance of team work. Additional skills taught in MET include being able to work in the military structure, obtaining the skills, habits and capabilities that contribute towards the success of the mission, while being able to survive and operate in a stressful and uncertain environment.[35]

The officers' training system from basic to advanced training is covered in the legislation and Training and Education Doctrine (TED) from the SAF Headquarters for

---

[34]Igor Kotnik-Dvojmoc, "Kaksen Naj Bo Sodobni Castnik Slovenske Vojske in Kako do Njega" [A modern officer of the Slovenian armed forces: their characteristics and formation], *Slovenian Armed Forces Bulletin* 10, no. 1 (May 2008): 92.

[35]Lilijana Brozic, *Izobraževalni sistem kot funkcija razvoja vojaške znanosti* [Educational system as a function of development of military science] (Diss., University of Maribor, Kranj, Slovenija, 2010), 120.

Doctrine, Development, Education and Training (TRADOC equivalent in the US Army or Field Development and Training Command in the BA).

The Defense Act outlines Officer Candidate School (OCS), and Command and Staff School (CSS).[36] Both of those are encompassed in the TED, which also supports the MET mission in general. The mission for individual level MET is to ensure highly educated and well-versed, trained and competent members of the SAF with high ethical standards.[37]

The process of the officer MET has two overarching premises. The first is the transformation of civilian to an officer of the SAF, and the second is preparing him for his military career.[38] However, the research of Andrej Kohont and Mateja Naglic, shows that individuals acquire most of their skills and knowledge competencies from other members of the organization and not from MET institutions or official sources for training and education.[39] These findings are important indicator for implementing changes in the MET system, which will have implications on OCD system in the SAF.

TED recognizes three levels of officer MET and complementary training programs (CTP). Before entering into any of those phases, the individual has to pass the officer selection process, which consists of physical, mental and leadership evaluations in the field and in the classroom environment.

---

[36]National Assembly of the Republic of Slovenia, *Zakon o obrambi (ZoObr)*, 12490.

[37]Mojca Pesec, *Doktrina vojaskega izobrazevanja in usposabljanja* [Training and education doctrine], PDRIU (Maribor, Slovenija, 2013), 10.

[38]Brozic, *Izobraževalni sistem kot funkcija razvoja vojaške znanosti*, 141.

39Naglic and Kohont, "Analiza kompetenc v Slovenski vojski," 180.

When the candidate successfully completes the selection, he continues his training and education in:

1. Core level training (CLT) which has two parts. The first represents soldier level training in a demanding environment with high standards. The second part focuses on the development of leadership skills. In this phase, the individuals are still under constant observation to evaluate their personal skills to be a future leader in the SAF.[40]

2. The second phase is basic MET (BMET), which is executed in OCS and is divided into two parts.

    a. The first part is general MET (GMET) where the focus is on general military knowledge and is geared towards the ability of the individuals to command a provisional rifle platoon. After the successful completion of this part, the individual is commissioned as a second lieutenant.

    b. The second part is military occupational specialty (MOS) based training, which the individual has to complete within one year after completing GMET and is based on the requirement of his MOS.

3. The third phase is advanced MET (AMET) that is executed on three levels at SAF schools or equivalent institutions abroad. The first two of them are executed in Command and Staff School (CSS) and the third at General Staff School. For the scope of this thesis, the paper looks only at the first level of AMET, which is the Staff Course and occurs in the first ten years of officer's career.

<hr />

[40]Pesec, *Doktrina vojaskega izobrazevanja in usposabljanja*, 19.

a. The Staff Course (Captain Career Course equivalent in US Army) is

part of the CSS and provides training for future captains and majors.

The purpose of the Course is to develop skills for staff duties at

battalion, regimental and brigade level, as well as to develop future

company level commanders.[41]

In addition to three levels of MET, the SAF executes CTP which are divided into

two categories: functional and additional. The CTP develops additional competencies in

individuals, which cannot be obtained in institutional MET. The functional CTP develops

skills to execute specific functions in the SAF or international military structures.

Examples of functional CTP include civil-military cooperation, leading a specific project

group, or being a contingent commander on deployment. Additional CTP focuses on

developing the expertise or other skills for individual to enable better performance at

certain assignment or to prepare him for transition to civilian jobs. Additional CTP

provides programs for language training, train the trainers for MET institutions, and other

functions.[42]

The process of Officer Evaluation is another part of career development for an

officer and plays an important role in the promotion system of the SAF. The process of

evaluation has evolved through the past several years and is now determined as a formal

interaction on two occasions during the year between the Subject Officer (SO) and First

Reporting Officer (1RO) who is his superior officer. At the beginning of each year or at

---

[41]Ibid., 26-27.

[42]Ibid., 23-24.

the beginning of a new assignment, the 1RO conducts the interview with SO and at the end of the year or at the SO's reassignment, when the 1RO presents the OER to the SO.

The interview is a documented event and represents the foundation for the OER. The interview consists of the administrative information on both officers involved in the process, their assignments, and the duties and responsibilities of the assignment the SO is holding or is about to take. It continues with the SO's recommendations on processes within the organization, strengths and weaknesses of SO provided by 1RO (both are required if the interview is for subsequent reporting period), and the expectations 1RO has from the SO in the upcoming period.[43]

The final step in the Officer Evaluation process is finishing the OER and presenting it to the SO at the end of the year or no later than 15 March next year, if an extension is desired by the 1RO.[44] The OER is comprised of six parts:

1. Part 1: SO data, his assignment and date of last promotion;

2. Part 2: 1RO and his superior officer's (2RO) data and assignment;

3. Part 3: Description of SO's assignment, requirements and responsibilities;

4. Part 4: Grading the SO on general, military and leadership skills;

5. Part 5: Final evaluation with grade and narrative;

6. Part 6: Verification of OER by the 2RO.[45]

---

[43]National Assembly of the Republic of Slovenia, *Pravilnik o o sluzbeni oceni* [Rules on military personnel evaluation], National Assembly of the Republic of Slovenia, law ed. (Uradni list RS, Ljubljana, 01/2010), 213.

[44]Ibid., 213.

[45]Ibid., 212-213.

The grading scale used for OER is:

1. Five (5): outstanding;

2. Four (4): very good;

3. Three (3): good;

4. Two (2): satisfactory;

5. One (1): weak.[46]

<u>Promotion</u>

The OER plays an integral role in determining promotions and assignments, awards and when transitioning occurs. However, before this paper describes the importance of OER in detail, it will look at the civil servants legislation to determine its effects on the OCD system in the SAF.

Since the civil servant is an individual employed by the public sector, which includes all of the ministries, military personnel are obviously part of the civil service system.[47] The Law of Public Servant recognizes the ability of an individual to have a career with promotions, based on his expertise, training and other qualities. It defines promotion in terms of advancing the individual to a new position and to a new title.[48]

---

[46]National Assembly of the Republic of Slovenia, *Pravilnik o spremembah pravilnika o sluzbeni oceni* [Rules amending the rules on military personnel evaluation], National Assembly of the Republic of Slovenia, law ed. (Uradni list RS, Ljubljana, 92/2010), 13954.

[47]National Assembly of the Republic of Slovenia, *Zakon o javnih usluzbencih* [Law of public servant], National Assembly of the Republic of Slovenia, law ed. (Uradni list RS, Ljubljana, 56/2002), 5851.

[48]Ibid., 5854, 5861.

To synchronize the civil service legislation with the military system of promotions in ranks, the Defense Act introduces the system of different positions and ranks, where the proper positioning of the individual is necessary for the act of promotion in rank. In other words, the positioning of an individual is a prerequisite of getting the promotion in rank, which this paper examines in detail.

The formation (similar to US Army Table of Organization) is the foundation for personnel management and is a list of functional and staff duties and conditions for executing the job in peace and wartime.[49] Formational duty is a specific functional or staff duty in a formation of the HQ, unit or department with specified conditions to execute it.[50]

Positioning the individual in the formational duty is a personnel management procedure to fulfill empty spaces in the formation with personnel. It is executed with an order that is followed by the formal decision, comprised of working and legal rights of the new position, to include salary.[51] Issuing the formal decision is directed by the Law of Public Servant, which states that the employee, in case he assumes on other position, must receive the formal decision, which states his rights, and obligations that have changed from previous position. The new one overrides the previous.[52]

---

[49]National Assembly of the Republic of Slovenia, *Zakon o obrambi (ZoObr)*, 12479.

[50]National Assembly of the Republic of Slovenia, *Zakon o sluzbi v Slovenski vojski*, 9625.

[51]Ibid., 9625.

[52]National Assembly of the Republic of Slovenia, *Zakon o javnih usluzbencih*, 5857-5858.

Officer positions for the first ten years in the SAF are defined in Appendix IIa of the Decree on internal organization, posts classification, posts, and titles in the bodies of public administration and justice, and are listed as follows:

1. Platoon leader, or similar positions;

2. Company executive officer, officer in a Regimental Staff, air section
   commander;

3. Company commander, officer in a Regimental or Brigade staff.[53]

Promotion in rank is regulated in the national legislation and other internal acts. The Defense Act determines the basic requirements for officer promotions:

1. Proper level of education,

2. Already assigned to the position that is executed in the higher rank,

3. Performed duties at this position for at least one year,

4. Completed prescribed MET required for the rank,

5. It is at least two years since his last promotion,

6. Completed psychological and physical requirements,

7. His last OER was graded with grade three or above.

All officers until the rank of brigadier general are promoted by Ministry of Defense on the recommendation of the Chief of General Staff (equivalent to The Chairman of the Joint Chiefs of Staff in U.S. Military).[54]

---

[53]National Assembly of the Republic of Slovenia, Uredba o spremembah in dopolnitvah Uredbe o notranji organizaciji, sistemizaciji, delovnih mestih in nazivih v organih javne uprave in v pravosodnih organih [Decree amending the Decree on internal organization, posts classification, posts, and titles in the bodies of public administration and justice], National Assembly of the Republic of Slovenia, law ed. (Uradni list RS, Ljubljana, 18/2013), 2495.

The Regulations of Ranks and Promotions in the SAF determine the additional conditions for promotion in ranks. In addition to the Defense Act, the requirements are:

1. Individual possesses the required additional military and general knowledge and has successfully completed training prescribed for the next duty,

2. The last evaluation period shows the OER grade at least three and individual was not negatively evaluated in the last two years.[55]

The Regulation also states that the decision to promote officers is executed by the commission appointed by the Ministry of Defense. It also defines periods for promotion between the specific ranks and other requirements:

1. The individual can be promoted from second lieutenant to first lieutenant when the individual holds the rank of second lieutenant and is in the position that requires higher rank (first lieutenant) for at least one year with the OER grade being five, or at least two years with the OER grade three;

2. The individual can be promoted from first lieutenant to captain, when the individual holds the rank of first lieutenant and is in the position that requires higher rank (captain) for at least two years with the OER grade five, or at least three years with the OER grade three;

3. The individual can be promoted from captain to major, when the individual holds the rank of captain and is in the position that requires higher rank (major)

---

[54]National Assembly of the Republic of Slovenia, *Zakon o obrambi (ZoObr)*, 12489.

[55]National Assembly of the Republic of Slovenia, *Uredba o cinih in povisevanjih v Slovenski vojski* [Regulations of ranks and promotions in SAF], National Assembly of the Republic of Slovenia, law ed. (Uradni list RS, Ljubljana, 99/2002), 10775-10776.

for at least two years with the OER grade five, or at least four years with the

OER grade three.[56]

In addition to already existing requirements listed above, the Government of the

RS issued the Decree on internal organization, assignments classification, assignments,

and titles in the bodies of public administration and justice, which among others states the

minimum years in service in order to put the individual on the position of a higher rank:

1. For second lieutenant (2LT) at least 8 months;

2. For first lieutenant (1LT) at least 3 years;

3. For captain (CPT) at least 5 years;

4. For major (MAJ) at least 7 years.[57]

This chapter explained that the promotion process and requirements are defined in

multiple legislative documents and can be summoned in the following chart.[58]

---

[56]Ibid., 10777.

[57]National Assembly of the Republic of Slovenia, *Uredba o spremembah in dopolnitvah Uredbe o notranji organizaciji, sistemizaciji, delovnih mestih in nazivih v organih javne uprave in v pravosodnih organih* [Decree amending the Decree on internal organization, posts classification, posts, and titles in the bodies of public administration and justice], National Assembly of the Republic of Slovenia, law ed. (Uradni list RS, Ljubljana, 33/2008), 3067.

[58]Renata Karamarkovic, "Karierna pot castnika Slovenske vojske" [Officers career system in Slovenian Armed Forces] (Master's Thesis, University of Maribor, Celje, 2009), 51, 57.

Table 1.    Current promotion system in SAF

| Personal rank | Years in a position with higher rank, OER 5 | Years in a position with higher rank, OER 3 | Military education and training | Years in service | Promoted in next rank, total years if OER 5 | Promoted in next rank, total years if OER 3 |
|---|---|---|---|---|---|---|
| Candidate | | | OCS* | 1 | 1 (2LT) | 1 (2LT) |
| 2LT | 1 | 2 | / | 3 | 4 (1LT) | 5 (1LT) |
| 1LT | 2 | 3 | CCC** | 5 | 7 (CPT) | 8 (CPT) |
| CPT | 2 | 4 | / | 7 | 9 (MAJ) | 12 (MAJ) |

*Source*: Renata Karamarkovic, "Karierna pot castnika Slovenske vojske" [Officers career system in Slovenian Armed Forces] (Master's Thesis, University of Maribor, Celje, 2009), 51, 57. Note: *Officer Candidate School; **Captain Career Course equivalent for the U.S. Army

The last legislation concerning the promotion system in the SAF is the Slovenian Armed Forces Act, which states that an individual is promoted after three years if he has met all of the requirements and procedures stated in the Defense Act.[59] This gives the promotion system a maximum time limit of promotion for an officer. With the emphasis on OER, the current career path system is largely dependent on individual performance.[60]

Several attempts have been made within the SAF, and in the interested public, to build a career model for officers in the SAF. None of them were completely accepted for various reasons. Although all of them in some shape included the need for a competencies based model, but the proposals did not develop them. These competencies

[59]National Assembly of the Republic of Slovenia, *Zakon o sluzbi v Slovenski vojski*, 9630.

[60]Karamarkovic, "Karierna pot castnika Slovenske vojske," 58.

are also not directly addressed in the existing legislation, which however introduces the OER as an instrument of measuring some of the competencies.

Entry to NATO, the EU, and the professionalization of the SAF has shaped the transformation of the current personnel management system from an administrative function into an actual management function. An improved system should rely on principles of ability, efficiency, coordination and transparency in the area of accession, development and promotion.[61]

A competencies based approach should balance technical as well as personal aspects for each position in the organization and synchronize them with the strategic guidance of the organization. This approach will lead to a competence-based organization, where personnel management encompasses all employees and reinforces the principles of a learning organization.[62]

Competencies are an individual's knowledge, motivation, his ability to self-evaluate, as well as values and willingness and ability to use them in the context of a given situation.[63] Competencies give the individual the ability to use his behavior to adjust to the environment (profession, organization, assignments, role and situation). These competencies depend on the situation, the individual and the organization. Competencies also represent the measurement that the organization uses to determine the

---

[61]Naglic and Kohont, "Analiza kompetenc v Slovenski vojski," 160-161.

[62]Ibid., 161.

[63]Rudi Kosmrlj, "Model kariernega razvoja kadrov v Slovenski vojski" [The model of career development of personnel in SAF] (Research Project, Poljce, PDRIU, 2008), 17-18.

individual's ability to execute the assignment and an element of individual development.[64]

Competencies help in terms of selection, evaluation and promotion of officers. Competency profiles show individual what organization requires at a certain position (expected competencies) and allows comparison of actual (the ones the individual possesses) and expected competencies. They both form a foundation for planning the individual career.[65]

Mutual understanding of actual and expected competencies impacts on the satisfaction of individuals. It provides the transparent movement of personnel and achieves the strategic goals of the organization.[66] If a personnel manager is not aware of the strategic goals, identification of competencies will be hard to achieve. The leadership of that organization will have major difficulties achieving the organizational strategy, when the organization cannot identify those competencies.[67]

The research that Naglic and Kohont made among the members of the SAF and Department of Defense divides competencies into key competencies and work specific competencies. The key competencies, in order of importance, are:

---

[64]Ibid., 18.

[65]Naglic and Kohont, "Analiza kompetenc v Slovenski vojski," 161-162.

[66]Ibid., 162.

[67]Egon Tomazic, "Merite ucinke kadrovske funkcije, da jo boste LAHKO upravljali" [Manage the effect of personnel management function, so you will be ABLE to use it], *Finance, e-izdaja* [Finance, internet version], 133/2013 (12 July 2013), http://www.finance.si/8343795/Merite-u%C4%8Dinke-kadrovske-funkcije-da-jo-boste-LAHKO-upravljali (accessed 20 July 2013).

1. Initiative;

2. Responsibility and mission accomplishment focus;

3. Reliability;

4. Expertise.

Work related competencies are rated differently among ranks and positions. Overall rankings of the work related competencies, in order of importance, are as follows: teamwork, psychophysical readiness, communication, the ability to adapt to changes and learn, ethical and technical competencies, the ability to organize available time and workload, personal appearance, fighting spirit, analytical thinking, the ability to negotiate, critical thinking, and vision.[68]

The authors conclude the topic by saying that identifying the competencies is just a first step in building competencies based OCD. With finished list of competencies, the organization should include them into formal interviews with the subordinate. The organization should be able to assess and compare expected and actual competencies in individuals, which would help to develop ones individual needs to assume the new position. Since acquiring the new position is key to determining the possibilities of promotion, the organization should use the actual and expected competencies to assign the most appropriate person for the assignment.[69]

In order to develop a successful career model in the SAF the Chief of the General Staff issued the Guidance for Development a Career Model for Members of the SAF in 2004, which includes different career pillars. The career pillars in the SAF are:

---

[68]Naglic and Kohont, "Analiza kompetenc v Slovenski vojski," 170.

[69]Ibid., 181.

commander, staff and specialist and are described later in the paper. The guidance includes:

1. The officer should start his career at the position of platoon leader or in a specialist's position;

2. The basic elements for planning a career are: level of education, years in service, MET, a completed key development (KD) position in certain career pillar, OER and the individual's aspirations;

3. That the officer maintains the same position for no more than five years and not less than two years;

4. The foundation for promotion within the specialist pillar is obtaining the required skill or MOS;

5. An officer in the commander's pillar can be promoted all the way to general, however in the specialty and staff pillar, he can only be promoted to colonel;

6. That the officer finishes the next higher level of MET before being assigned to higher position;

7. That officers deploying to operations outside the territory of RS can be promoted faster.[70]

The 2013 Guidance for managing the careers of military personnel from Ministry of Defense is a result of the transformation process in the SAF and updates the 2004 Guidance. The new document recognizes the three possible pillars of an officer's career and specifies the time when the SAF should commence the first division of officers to

---

[70]Ministry of Defense of the Republic of Slovenia, *Obvezne usmeritve za sistem kariernih poti za pripadnike stalne sestave SV* [Guidance for developing the career models in SAF] (Ljubljana, MOD, number: 811-01-1/2003-31, 2004).

assignments in each pillar. The selection starts with the three-year mark, which the proposed OCD system also takes as a benchmark year to start the selection of officers for the follow on assignments, promotions in ranks, assignment to MET and retention.

Guidance 2013 also describes the procedure for selecting the most appropriate candidate to a certain assignment and is based on the individual competencies of that individual. Those competencies are part of a ranking list, which is used to determine the position of the individual in his year group and serves as a tool for assigning the most appropriate individual to a certain assignment.[71] The Guidance 2013 also introduces the Officer's Board within the personnel management division, which ultimately reviews the ranking list and makes final decisions.

The 2013 Guidance for managing careers of military personnel from the Ministry of Defense also introduces the concept of using key development (KD) positions. It states that OCD system should give priority to assigning an individual to a commander's duty, if that individual already held leadership assignments (i.e., platoon leader, section leader) and gives higher priority to those individuals who served previously in the same unit. The Guidance includes the advantages for individual promotion if an officer held MET assignments for at least three years. The same document also recommends that individuals stay on the same assignment between three to five years.[72]

This new Guidance also states the conditions of the contract signed by the officer at the beginning of his career. The document clearly defines the two year period at the

[71]Ministry of Defense of the Republic of Slovenia, *Obvezne usmeritve za vodenje kariernih poti vojaskih oseb* [Guidance for managing the career paths for military personnel] (MOD, Ljubljana, number: 100-19/2013-7, 2013).

[72]Ibid.

beginning of his career, and allows the proposed OCD system to begin the separation

process after the first two years, while proposing a retention policy up to this point and

afterwards.[73]

Even though this thesis' proposed OCD system in Chapter 4 does not explicitly

divide the officer's career into three pillars, it is important to understand the different

pillars in an officer's career. They provide clarity when describing the importance of

different assignments, key development positions and the necessary division occurring in

the second half of the officers ten years of service as well as later in his career.

The career model LTC Rudi Kosmrlj developed in his article is based on three

career pillars: commander, staff and specialist.[74] A similar division of duties is also in

Harry S. Thie's (and others) National Defense Research Institute RAND paper, *Future of*

*Career Management System*: commander, specialist, support and professional.[75]

Kosmrlj's approach to the accession process sees advantages in the form of a

ROTC equivalent system. The second part of his approach is competencies where the

SAF should determine which competencies are necessary for officers at different

positions. He bases his career model on positions held by the officer, and on the different

ranks and time separation between the ranks. According to Kosmrlj, the basic principles

for promotion should be that the individual be trained for the position prior to assuming

---

[73]Ibid.

[74]Rudi Kosmrlj, "Model kariernega razvoja kadrov v Slovenski vojski" [The model of career development of personnel in SAF] (Research Project, Poljce, PDRIU, 2008), 52.

[75]Harry J. Thie et al., *A Future Officer Career Management System* (Santa Monica, CA: National Defense Research Institute, RAND, 2001), xiv.

it, and that access to MET is wide, but promotion should be reserved for the best. Every

officer should, based to Kosmrlj's concept, start his military career as a platoon leader

(commander pillar) or an assistant in a specialist pillar. Rank of 1LT is the first rank

where an officer can transfer between the pillars. The Table below shows his career

system and division between the assignments among different pillars, which this paper

uses with its proposed OCD system.

Table 2.    Kosmrlj's Career model for an Officer until the rank of Major

| RANK | COMMANDER | STAFF | SPECIALITY | Years in individual rank |
|------|-----------|-------|------------|--------------------------|
| 2LT | PLT LDR | | Assistant | 1-7 |
| 1LT | PLT LDR, CO XO | Assistant in section at the BN HQ | Teacher, Assistant | 4-10 |
| CPT | CO CDR, CO XO | Sectoonr Chief in BN, Assistant in BDE HQ staff | Teacher, Chief of a workshop, First Aid Station Chief | 8-20 |
| MAJ | BN XO, Chief of a Center or School | Section Chief in BDE, Assistant in Higher echelon, Chief of Academic Department | Assistant, Teacher, First Aid Station Chief | 10-30 |

*Source*: Rudi Kosmrlj, *Model kariernega razvoja kadrov v Slovenski vojski* [The model of career development of personnel in SAF] (Research Project, Poljce, PDRIU, 2008), 52-57.

LTC Boris Bratusek in his article "Career and Military Education" also builds his

model with awareness that the SAF should determine the competencies needed for an

officer at different levels. He also conceives of three pillars in an officer's career and

builds his model primarily on the OER. He recognizes the model of "climbing ladder'' as

the most appropriate for the officer career model. The "climbing ladder" model is most

suitable for military organizations because of their pyramid structure, where most of promotions are upward. Transfer between three pillars is very common in the ranks of 2LT to 1LT, where 40 to 50 percent of officers change their positions between commander, staff and specialty duties. He determines his career model based on successful OER ratings.

Table 3.    Bratusek's career model

| RANK | Minimum years in individual rank | | Years in service for promotion |
|------|------|------|------|
| | OER: 5 | OER: 3-4 | |
| 2LT | 2 | 2 | 8 months |
| 1LT | 4 | 5 | 3 |
| CPT | 6 | 9 | 5 |
| MAJ | 8 | 13 | 7 |

*Source*: Boris Bratusek, "Kariera in Vojasko Izobrazevanje" [Career and military education], *Slovenian Armed Forces Bulletin* 10, no. 1 (May 2008): 46-48.

MAJ Renata Karamarkovic in her thesis *Officers Career System in the SAF*, provides a very detailed officer career model, which is soundly founded on the existing RS legislation that was presented in Table 1 of this paper. She developed a "climbing ladder" career model based on three pillars. She names it a "parallel climbing ladder" model in which officers move each within their own pillar. Competencies also play the central role in her promotion system. She also assumes that participation on a deployment should occur in the career path before the rank of major. Thus, she introduces for the first

time a key development (KD) position, but does not implement it in a promotion

requirement.

Table 4.    Karamarkovic's career model

| Personal rank | Assignments in each pillar | | | Promoted in next rank, total years | |
|---|---|---|---|---|---|
| | Commander | Staff | Specialty | OER 5 | OER3 |
| Candidate | Candidate | Candidate | Candidate | 1 (2LT) | 1 (2LT) |
| 2LT | PLT LDR | PLT LDR | Off in BN HQ | 4 (to 1LT) | 5 (to 1LT) |
| 1LT | CO XO, PLT LDR | Off in BN HQ | Off specialist in BN or BDE HQ | 7 (to CPT) | 8 (to CPT) |
| CPT | CO CDR, Chief of Section, Off in BDE HQ | CO CDR, Chief of section in BN HQ, Off in BDE HQ | CO CDR, Chief of section in BN HQ, Off specialist in BDE HQ | 9 (to MAJ) | 12 (to MAJ) |
| MAJ | BN XO | Chief of section in BDE HQ, Off in operational HQ | Chief of section in BDE HQ, Off specialist in operational HQ | | |

*Source*: Renata Karamarkovic, "Karierna pot castnika Slovenske vojske" [Officers career system in Slovenian Armed Forces] (Master's Thesis, University of Maribor, Celje, 2009), 62, 65.

Transition

The last function of personnel management in the OCD system is transition,

which deals with the retention of the personnel or separation procedures. Transition for

the personnel in the SAF is determined by Defense Ministry as well as legislation dealing

with retirement in the RS.

The Ministry of Defense is the employer of personnel of the SAF and is therefore the body that terminates the contract.[76] The Defense Act lists the reasons for terminating a contract with the military personnel:

1. The individual has obtained double citizenship;

2. Is not mentally or physically healthy;

3. Did not finish the basic level training;

4. Does not have the proper level of education;

5. Has lost their security clearance;

6. Was legally charged or imprisoned;

7. Obtained a negative OER in the last two years;

8. Was judged by the verdict of the Discipline commission, due to military misconduct, to terminate the contract;

9. The position the individual was working on is no longer needed, and when the reduction in numbers is in effect and the individual can no longer work in any other position.[77]

In addition to the above, the SAF Act lists other conditions to terminate the contract:

1. The individual is three consecutive days absent without official leave (AWOL) and returns to work, in which case the procedures of separation start on the day of his return;

---

[76]National Assembly of the Republic of Slovenia, *Zakon o obrambi (ZoObr)*, 12503.

[77]Ibid., 12496.

2. The individual is five consecutive days AWOL and does not return to work, in which case the procedures of separation start on the day he was last on duty in the unit;

3. The individual is AWOL for five nonconsecutive days in the last six months;

4. The individual AWOL of any length when the level of readiness of the SAF is higher;

5. The individual did not reveal all the pertinent information (his citizenship information, education, etc.) before he signed the contract or assumed the new position;

6. The individual declines orders for a new position or does not perform duties in the new position;

7. The individual can terminate the contract but must stay in until the termination period is over and cannot do this in the time of higher readiness of the SAF. The individual also pays the cost of training, if he terminates the contract before his dues are paid for in the amount of time he serves in the SAF, but not when he served for more than 15 years;

8. The contract can also be terminated if it is recognized that the information in the contract was false or severely incorrect.[78]

The above listed termination criteria are the ones used by the Ministry of Defense for its transitional process for the members of the SAF. The Defense Act also states that the retirement conditions of military personnel are defined in the Pension and Disability

[78]National Assembly of the Republic of Slovenia, *Zakon o sluzbi v Slovenski vojski*, 9633.

Insurance Act.[79] Since the scope of this paper focuses on first ten years of officer's career, this last Act is not needed.

It is important to recognize that the officer cannot retire after ten or twenty years of service and expect to obtain any form of pension. The only rights given to the officer in the SAF who served twenty years or more in the military are training and relocation to a civilian job or a one-time severance. The severance amount is half of his average monthly salary in the last six months for each service year.[80] The Pension and Disability Insurance Act clearly defines the conditions for retirement and pension benefits. The latter are given to individual who has 40 years of service or achieves the age of 65 years.[81]

Officer Career Development System in the British Army

For comparison between the OCD systems in the SAF and in the British Army (BA), this paper examines the regular BA from the same perspectives that define the SAF OCD system. These are the basic functions of personnel management: Accession, development, promotion and transition.

The aim of the OCD system in the BA is to maximize officers' effectiveness by rewarding, managing and improving potential to meet the needs of the Army. This is

---

[79]National Assembly of the Republic of Slovenia, *Zakon o obrambi (ZoObr)*, 12493-12494.

[80]Ibid., 12495.

[81]National Assembly of the Republic of Slovenia, *Zakon o pokojninskem in invalidskem zavarovanju ZPIZ-2* [Pension and Disability Insurance Act], National Assembly of the Republic of Slovenia, law ed. (Uradni list RS, Ljubljana, 96/2012), 9822.

achieved through the provision of career management and education, and training within the structures framework.[82] The whole system describes the "complementary relationship between career structure, career management, and education and training," and is based on a three career stages: First stage or the Generalist Foundation stage, Second Stage or the Major stage and Third Stage or Major to Lieutenant Colonel and above stage. This paper looks at the first two:[83]

1. The Generalist Foundation stage is the first stage from the rank of 2nd lieutenant to captain. In this stage officers fill a variety of junior posts, mainly at regimental duties, which are duties in line units, before being promoted to major. During this period, individuals are likely to decide upon their commitment to the Army before making any stage two career decisions.

2. Stage two is in the rank of major. This is the period when officers develop their experience in a number of appointments on the staff and at sub-unit command. It lasts until an officer is selected for promotion to LTC or, if not selected, at a point with about 10 years of service remaining in the contract. Individuals could demonstrate a higher degree of organizational commitment even though they may not have ruled out a career change.

<u>Accession</u>

Officer accession in the BA is executed on the "stepping stone" approach, which gives the BA control over the structure. All, except graduates from Welbeks Defense 6th

---

[82]U.K. Army, *Offices Career Development Handbook* (London, UK: UK MOD, Army code 64257, 2005), 1-1.

[83]Ibid., 1-2.

form College, cadetships and Army scholars, are commissioned on a short service

commission (SSC) which eventually converts to an intermediate regular commission

(IRC) and then onto a regular commission (RC).[84] The Table below depicts the methods

for retaining officers in the BA through different commission programs.
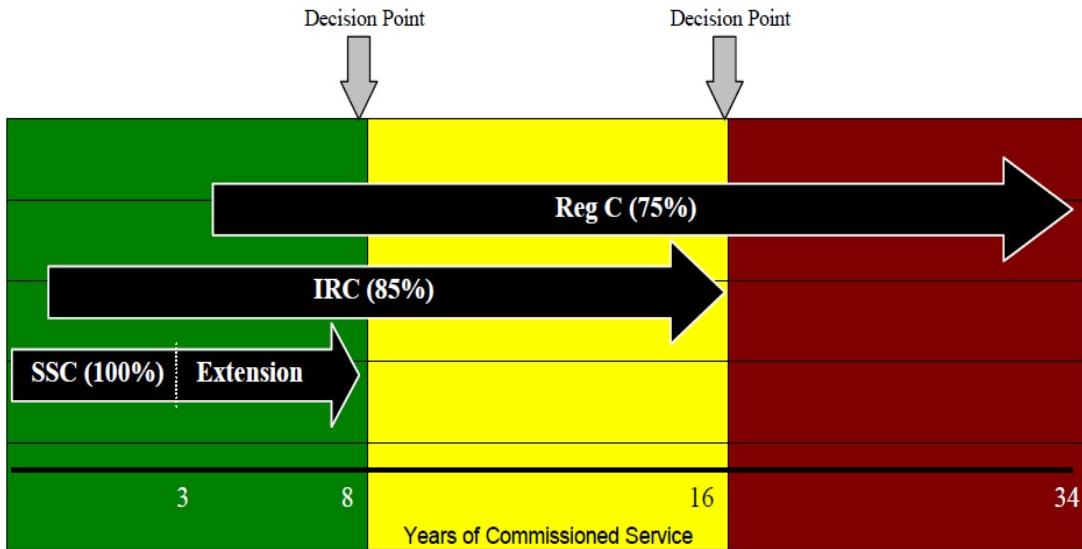


Figure 1.   Commissioning in the BA

*Source*: National Archives, http://webarchive.nationalarchives.gov.uk/20051212114711/
http://www.army.mod.uk/linked_files/ag/servingsoldier/usefulinfo/Commissons%20Polic
y.pdf (accessed 10 April 2013).

The requirements for entry into the BA as an officer are:

1. Individuals must be between 18 and 26 years old, where applicants for the

    Royal Military Academy Sandhurst (RMAS) can enroll also between the ages

    of 26 and 29, or if they are a serving soldier;

---

[84]Ibid., 1-3.

2. Because not all future officers in the BA have a College degree education,[85] the

   BA developed a system to evaluate the level of education of individuals to

   enter the BA;

3. The individual must have a completed medical questionnaire from the

   individual's general physician and a full Army medical examination;

4. The individual is a British citizen or a citizen of Irish Republic or is a British

   subject under the Nationality Act of 1981;

5. The individual is a resident in the UK for the last five years before entering

   officer training. Some waivers might be granted in certain circumstances;

6. The individual's physical fitness is successfully tested in both stages of the

   Army Officer Selection Board (AOSB) process;

7. An individual's past criminal convictions if any are assessed during the

   application process.[86]

The process of accession for the BA is founded on two categories: direct entry

(DE) officers and late entry (LE) officers. These entries are explained in detail below.

Once the individual enters the Army, the BA recognizes two career structures, one is

based on Length of Service (LoS) and applies to all DE officers and the other is the LE

career structure.[87]

---

[85]Major Al Thorp, e-mail message to author, 8 July 2013.

[86]Joining the Army, http://www.army.mod.uk/join/20145.aspx (accessed 22 August 2013).

[87]U.K. Army, *Offices Career Development Handbook*, 1-3.

The main sources for DE officers are civilian personnel and enlisted personnel. The latter are selected by their commanding officer and are, together with the civilian personnel, sent to AOSB where they attend two days of briefings and basic mental and physical evaluations. Based on their scores, the Board divides them into four categories. Category one is an immediate step to the Main Board (MB), categories two and three have a select time period for coming to the MB and recommendations for ways an individual can improve, and category four means immediately terminating the candidate's application. Enlisted soldiers, when selected at AOSB, have to attend eleven weeks of Potential Officer Development Course (PODC) before coming to the MB.[88]

The MB represents another three days of mental and physical evaluations, after which the MB selects the candidates to advance and join the eleven weeks of the pre-RMAS course, which enlisted personnel do not attend due to their completion of PODC. After completing the pre-RMAS course, the individuals are accepted to the RMSA which represents the commissioning course (CC) discussed in detail later.[89]

The other source of commissioning is the LE commission. Serving soldiers are eligible to apply for a LE commission, where permitted by Arms and Services Directors policy, upon completion of 9 years of reckonable service. They are usually commissioned towards the end of Stage 2 of their career, although there is no upper age limit for LE commissioning. All LE officers are commissioned as captains.[90]

---

[88]Joining the Army, http://www.army.mod.uk/join/20145.aspx (accessed 22 August 2013).

[89]Ibid.

[90]U.K. Army, *Offices Career Development Handbook*, 41-1.

<u>Development</u>

The BA defines development through the processes of deploying the individual to basic training, conducting Appraisal Reports (AR, equivalent to OER in US military), and acquiring advance education and training through all three career stages.

The management of an officer's career in stage one is undertaken initially at unit or regimental level or in combination with the Manning and Career Management (MCM) Division desk officer, depending on the individual's branch or service (similar to the branch manager system in the US Army). The BA recognizes the division between the education and training for its officers, as well as Continuing Professional Development (CPD).[91]

Under education in Stage one, the BA establishes:

1. The Commissioning Course (CC) executed at RMAS, which is tailored to the requirements of SSC DE officers. It is the principal educational component for stage one and is designed to develop the qualities of leadership, character and intellect demanded by BA officer on their first assignment.

2. Late Entry Officers Course (LEOC). LEOC is for all LE officers on commissioning.

3. Junior Officer Tactics Course (JOTAC). JOTAC is a three-week residential course at the Land Warfare School in Warminster. It is attended by all lieutenants and is a prerequisite for promotion to captain. Completion of this course ensures that all junior captains have a better understanding of combined arms tactics and have improved combat staff skills.

---

[91]Ibid., 10-2.

Training in stage 1 is executed through:

1. Employment Training (ET). ET consists of short, focused senior captains' courses for particular specializations or staff appointments.

Continuing professional development in stage 1 consists of:

1. Junior Officer Leadership Program (JOLP). JOLP is the first stage of a lifetime effort to develop officers' leadership abilities on a continuous basis. Building on leadership theory, as well as development and feedback received at the CC, the JOLP extends through regimental duty (JOLP 2). With at least six months of actual command experience, subalterns attend a four day package (JOLP 3) at selected Army Education Centers (AEC) where they are introduced to further leadership theory.

2. Military Knowledge Part 1 (MK1). MK1 is an integrated military capability and technology package completed prior to JOTAC and is needed for promotion to captain. MK1 requires about 50-60 hours of study that must be completed while an officer is on his normal assignment. The acquisition of knowledge is confirmed through various tests conducted under controlled conditions.

3. Military Analysis (MA). MA is the primary Army-wide vehicle for developing flexibility of mind and analytical skills during stage 1. Captains are required to attend three separate four-day contemporary MA modules at AECs. The material is delivered by a partnership of the Adjutant General's Corps (AGC), Educational and Training Services (ETS) Officer Tutors and RMAS academic staff.

4. Military Knowledge Part 2 (MK2). MK2 is an electronic, web-based distance-learning program, completion of which is mandatory for promotion of DE officers to major. MK2 requires about 50 - 60 hours of study while the officer is in a normal assignment. The attainment of knowledge is confirmed through various tests within the program conducted under controlled conditions. Combined with appropriate employment training, it prepares officers for senior captain assignment and for attendance at an Intermediate Command and Staff Course (LAND) (ICSC(L)).

5. Electronic Defense Writing (eDW). eDW is an electronic web-based support package designed to help officers develop effective writing skills within a nonoperational context. The package supports officers from the CC through to ICSC(L). Completion is not a promotion requirement.[92]

The AR (OER US Army equivalent) or Joint Officer Appraisal Reports (JOAR) are developed to give the Subject Officer (SO), selection boards and career managers better information from which important career decisions can be made.[93] It requires formal interactions between the SO and 1RO on three occasions during the reporting period:

1. Start: when the SO takes up his assignment and at beginning of each subsequent reporting period;

---

[92]Ibid., 10-1 – 10-2.

[93]National Archives UK, "Officers' Joint Appraisal Report," http://webarchive. nationalarchives.gov.uk/20051212114711/http://www.army.mod.uk/linked_files/apc/ocd/ ojar_intr.pdf (accessed 22 November 2013).

2. Mid-Period: typically between four to eight months of a normal annual cycle and it should:

    a. Be based on the AR,

    b. Provide guidance for improvement and development,

    c. Address any factors that affect potential,

    d. Be recorded in appropriate detail.

3. End: when the SO is formally assessed on the AR by the 1RO.[94]

The AR is comprised of three separate parts. The first one consists of personal and report details, SO preferences for the next appointment and his career aspirations. The second and third parts are done by up to three reporting officers on a subject's performance in assignment, as well as potential for promotion and future appointments.

Various people dependent on their rank and seniority complete appraisal reports for officers:

1. From second lieutenant to captain-1RO is a major, and 2RO is a LTC. This is usually the SO's company commander and regimental commander respectively;

2. Captains within two years of their first chance at promotion to Major-1RO is a LTC and 2 RO should be a COL at least, if not a Brigadier;

3. Major-1RO is a LTC and 2RO will be at least a Brigadier.

The 3RO is used to lend a bit of Arm or Service advice to the report if the 1RO and 2RO are not the same arm or service as the subject.[95]

---

[94]Ibid.

[95]Major Al Thorp, e-mail message to author, 8 July 2013.

Assessment of performance is comprised of individual performance attributes, overall performance grade (OPG), and a supporting narrative. The grades for the OPG are expressed in:

A: Performing to the highest standard in all respects.

A– Performing above the standard expected in all respects.

B+ Performing above the standard expected in most respects.

B Performing to the standard expected in all respects.

B– Performing to the standard expected in most respects.

C Performing below the standard expected in most respects.

D Performing below the standard expected in all respects.

IK Insufficient Knowledge (not used for OPG).

NA Not Applicable (not used for OPG).

For an OPG rating of A and D, the RO must consult with subsequent RO. For all other OPGs, ROs are strongly encouraged to consult with subsequent RO.[96]

The assessment of potential is conducted in a narrative form which should seek to outline this potential for performance in the grade above, and turning the conclusions into clear guidance for the benefit of the SO, subsequent RO, selection boards and career managers. Recommendations are the second part of the assessment of potential and use a matrix enabling the 1RO and 2RO to grade an SO's potential for promotion (one and two levels up), change of commission, future appointments or further training. The assessment is expressed with the following grades: Exceptional, High, Yes, Developing, No, Insufficient Knowledge and Not Applicable.

---

[96]National Archives UK, "Officers' Joint Appraisal Report."

The last step in the AR process is a consultation between ROs to ensure a

consistent approach to the assessment of an officer's performance and potential. It is

about timely dialogue between ROs and a coherent message to the SO.

Promotion

The BA promotion policy provides the means to populate the existing officer

structure by staffing assignments with officers of the correct rank, ability and experience.

Reckonable service for promotion is calculated by years of service from the date of

commissioning, including any antedated seniority.[97]
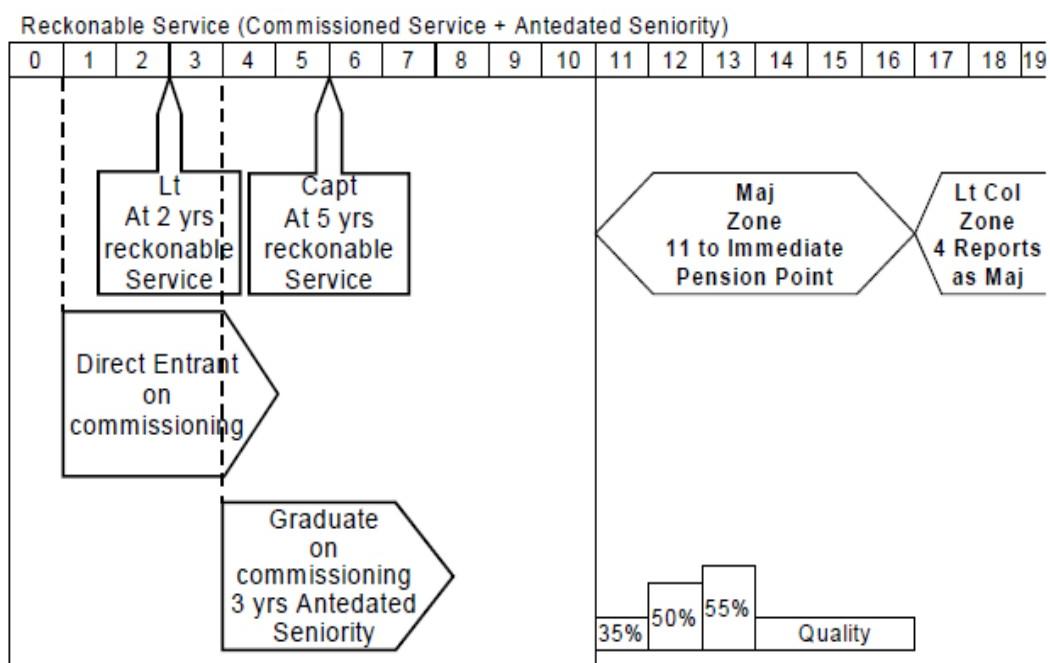


Figure 2.   Length of Service based Terms of Service (LToS) promotion in the BA

*Source*: U.K. Army, *Offices Career Development Handbook* (London, UK: UK MOD, Army code 64257, 2005), 1-3.

---

[97]U.K. Army, *Offices Career Development Handbook*, 1-3.

Since the individual does not have to hold a Bachelor's Degree to attend RMAS or be an officer within the BA, three years antedated seniority is added to those that have a degree. This means that graduates are eligible for promotion more quickly than their non-graduate counterparts. A graduate would have first look at a promotion to major after approximately seven years reckonable service, whereas a non-graduate would have to wait until the individual had ten years.[98]

The promotions for the DE officers serving on Length of Service based Terms of Service (LToS) are granted from 2nd lieutenant to major. For promotion to lieutenant, the individual must meet all of the following criteria:

1. The individual holds a SSC;

2. The individual received a positive recommendation for promotion in their latest AR;

3. The individual completed two years reckonable service for promotion.

For promotion to captain officers must meet all of the following criteria:

1. The individual holds an SSC or IRC;

2. The individual received a positive recommendation for promotion in their latest AR;

3. The individual completed five years reckonable service for promotion. Of these five years, at least two and a half years must have been served at regimental duty (RD);

4. The individual completed:

a. JOLP, MK1 and JOTAC2.

---

[98]Thorp, e-mail message.

For promotion to major, the individual must meet all of the following criteria:

1. The individual holds an IRC or Reg C;

2. The individual received a positive recommendation for promotion in their latest AR;

3. The individual received three ARs as a substantive captain, which means he was evaluated in the rank of captain for three times;

4. The individual completed a minimum of three years of service as a substantive captain by the day of promotion. Of these three years, at least 18 months must have been served as unbroken RD;[99]

5. Be within promotion zone. For LToS officers, the promotion zone is from 1 January of the officer's 11th year of reckonable service for promotion until Immediate Pension Point (IPP).[100] Officers graded 'Exceptional' for promotion one rank up and graded 'Exceptional' for promotion two ranks up in their latest AR, may be promoted from 1 January of the officer's 10th year of reckonable service for promotion;

6. Have either:

---

[99]An officer is required to serve an unbroken period (a minimum of 18 months) of RD as a captain to qualify for promotion to major. It should be ensured that where the rules permit, officers receive two ARs in this period. It should be noted that this period of RD service cannot begin until the qualifying RD period for promotion to captain has been completed; in other words, no part of the qualifying RD periods for promotion to captain and for promotion to major may run concurrently. This means that officers must serve continuously with their parent arm on the strength of a major or minor unit, either in the Field Army or ATRA (in a non-MS appointment), or as Adjutant of a TA unit.

[100]IPP being at 16 years of commissioned service or 16 years from age 21, whichever is later.

a. Completed the three phases of JCSC (Defence Studies, Management & Technology and Operations & Administration); or

b. Completed Continuing Professional Development (CPD) Part 2 unless exempted.

7. Have been selected for promotion by No 5 Promotion Board.[101] Having been selected for promotion to major, confirmation of substantive rank will occur provided that:

a. The officer remains medically fit and continues to be recommended for promotion in their ARs;

b. There is no change in the officer's circumstances as presented to the Board at the time of provisional selection;

c. The officer does not apply to retire before publication of substantive promotion in the relevant issue of the London Gazette, which is an official journal of record of the British government.[102]

---

[101]No 5 Board comprises Col GS, DACOS Org HQ LAND, Col AG O&D, Col D Tech DGES(L), Col (DCC) IPTL with Col MS(B) as Chairman.

[102]U.K. Army, *Offices Career Development Handbook*, 10C-1 – 10C-3.

Table 5. Summary of LToS promotion

| Promotion Criteria | LToS Promotion to Rank | | |
|---|---|---|---|
| | Lieutenant | Captain | Major |
| Reckonable Service | ✓ 2 yrs | ✓ 5 yrs | - |
| Regimental Duty | - | ✓2.5 yrs | ✓18 months (unbroken) |
| Recommended in last AR/OJAR | ✓ | ✓ | ✓ |
| Commission | SSC, IRC or Reg C | SSC, IRC or Reg C | IRC or Reg C |
| 3 yrs service as a Capt (sub) | - | - | ✓ |
| 3 ARs/OJARs as Capt (sub) | - | - | ✓ |
| Within Zone | - | - | ✓1$^{st}$ Jan of 11$^{th}$ year to IPP |
| Complete JOTES 1 or JOLP,MK1 & JOTAC | - | ✓ | ✓ |
| Complete JCSC or CPD 2 | - | - | ✓ |
| Selected by MS Promotion Board | - | - | No 5 Board |

*Source*: U.K. Army, *Offices Career Development Handbook* (London, UK: UK MOD, Army code 64257, 2005), 10C-4.

LE Officers must meet all of the following criteria for promotion to major:

1. Hold IRC (LE);

2. Have received a positive recommendation for promotion in their latest AR;

3. Be within the promotion zone. Captains (LE) are first eligible for promotion in

    the calendar year in which they complete six years commissioned service.

    They remain in the promotion zone until Ran Out Date minus one year (ROD–

    1).

<center>Transition</center>

The last personnel management function discussed in this paper is transition. The paper already explained the "stepping-stone" approach that gives the BA the control over the structure. The majority of the officers are commissioned on a short service commission (SSC), eventually convert to intermediate regular commission (IRC), and then onto regular commission (RC).

An SSC is set for a minimum of four years (one year at RMAS and three on "active service") and can be extended in one or more year increments thereafter, up until a total of nine years. The Army Personnel Centre (APC) approves the application for extension after being put forward by the officer's commanding officer. This extension can be refused if the individual is not up to standard.[103] The individual cannot go to the "Beige List" (promotion board to major) without an IRC.[104]

An application for a conversion from a SSC to an IRC can be made at any time after the three-year point. The individual's formation commander must be ratifying this application, which also goes to a Board in APC. This application can be refused if the individual is not up to standard, but it is also used as a tool for managing the BA's officer strength. The IRC will bring the individual to his IPP. The achievement of IPP brings the

---

[103]The commanding officer must make the recommendation for extension or conversion. If he does not recommend the individual, then the application goes no further. This is a subjective assessment made by the CO, using the ARs for the individual and after conversation with 2RO, Adjutant or others.

[104]Thorp, e-mail message.

<center>58</center>

individual essentially a lump sum and a monthly gratuity, or variation of that, dependent on seniority, final pay, and other factors.[105]

<center>Summary</center>

Recent studies of personnel management concentrate on the process of linking the individual's needs with those of the organization. The process is focused on developing the individual to meet the demands of the organization through established competencies. The most successful organizations are those that can clearly identify those competencies through the policy of the organization.

Identifying competencies helps personnel managers to develop careers of the individual. Actual competencies, the ones that individuals have, and the required competencies for certain assignments are the foundation of developing careers. The same is true in a military organization where career development is integral part of personnel management and is identified through the four basic functions: accession, development, promotion and transition. The literature review conducted in this chapter gives an understanding of the OCD system in the SAF as well as in the BA.

The few attempts to develop a career model as a foundation of the OCD system in the SAF clearly show the need for introducing competencies into the system. Kohont and Naglic identified some of them and attempted to rank them according to the research they made among the members of the SAF. However the attempts to identify them for the different assignments in the structure of the SAF were rare. Competencies are still not part of official OCD system in the SAF.

---

[105]Thorp, e-mail message.

Today's OCD system in the SAF is based on a legal framework defined through the OER, years of service, required training and years in rank. An OCD system that also encompassed competencies obtained through key development positions and proper training and education would better create officers capable of facing the future challenges for the SAF.

The literature review provides enough information to answer the research questions and to allow the paper to analyze them and see the possibilities in proposing the future OCD system for the SAF. The next chapter will discuss the methodology used to research the existing literature.

CHAPTER 3

RESEARCH METHODOLOGY

This study will propose changes in the Officer Career Development (OCD) system for the first ten years of an officer's career that the Slovenian Armed Forces (SAF) should adopt to meet its future challenges. The previous chapter showed the existing literature on the Career development system, the OCD system in SAF and the British Army (BA), and provided insight into competencies based career development system. This chapter will explain how the existing literature was researched and the methodology used throughout this paper.

For the existing literature the author used the descriptive method which allows the study to gradually build content towards answering the main research question. The background of the SAF and diversity in its officer corps are a good foundation for understanding the need to develop the competencies based OCD system.

The analysis of different laws governing the Slovenian Defense System and its personnel management calls for a comparative case study. The literature review determined some of the specifics of the current OCD system as well as the environment for the SAF officer corps. This environment drastically changed after the Republic of Slovenia joined NATO and the EU, bringing new challenges for the military in its roles and functions. The new challenges for the military and its role and functions represent a big part of the literature review and drive decisions in a competency based OCD system.

Previous attempts in describing the OCD system in the SAF were generally focused on career models, describing how the SAF develops and promotes officers through personnel management functions. Tables are used to describe those career

models in more clear and comprehensive way. Existing career models try to encompass the legal framework of the promotion system which consists of assignment to positions, years in service and OER, as well as the possible positions to which an officer should be assigned within three career pillars. All of those career models along with a comparison to the BA system helped this author in proposing changes to the OCD system.

The previous chapter provides a foundation of both the SAF and BA OCD systems and analyzes them through the four basic personnel functions of accession, development, promotion and transition. Analyzing the OCD system through the same functions enables the comparative case study in the next chapter to find similarities and whether some aspects can be used in a proposed OCD system in the SAF.

Identifying those aspects in the BA OCD system helps describe the important aspects of retention policy as well as the career path of an individual officer. The proposed changes in the existing OCD system will be closely connected with the strategy of the SAF, and the competencies that achieve this strategy are closely connected with all four personnel functions of the OCD system.

Although this paper focuses its research on the first ten years of service, the proposed OCD system will encompass all four personnel functions trying to show the need of transition for a certain percentage of individuals at the end of the first contract term.

The conclusion answers the primary and secondary research questions with an attempt to recommend the necessary changes to the existing OCD system. The current restrictive nature of the legislation denies the freedom of introducing drastic changes in the OCD system in the SAF; but competencies discussed in the conclusion will fit within

the restrictions of the legislation. The proposed changes will reflect the future challenges

for the SAF, the need for a competencies based system, and the demands of the current

legislative system.

CHAPTER 4

ANALYSIS

Since this paper is extensively based upon the basic premises of the personnel

management system and particularly the current Officer Career Development (OCD)

system in the Slovenian Armed Forces (SAF) and the British Army (BA), this chapter

focuses on answering the primary research question: What changes in the Officer Career

Development (OCD) system, for the first ten years of an officer's career, should

Slovenian Armed Forces (SAF) adopt, to meet its future challenges?

The literature review explained the major concepts of Career Development

System and how they relate to a military organization. It also provided an overview of the

current OCD system in the SAF and the BA for the first ten years of an officer's career.

Detailed analysis of the literature shows several attempts at improving the current OCD

system in the SAF by different authors in the Slovenian defense sector. Their research is

well thought out and provides good guidance for writing this paper. However they do not

depict recent changes in the SAF structure and the new Guidance from the Ministry of

Defense for managing careers of military personnel, introduced in March of 2013.

The intent of this chapter is to answer the primary research question and provide

recommended changes to the OCD system in the SAF for the first ten years of an

officer's career. This proposed OCD system will address future challenges for the SAF,

as well as recent changes in the SAF structure due to the current transformation process

in the SAF. These changes will have an impact on the current OCD system and are

included in this proposed OCD system. The new OCD system will also encompass the

2013 Guidance from the Ministry of Defense and introduce a competency based approach

with possible applications from the BA's OCD system.

The most recent transformation of the SAF started in 2012, and its reorganization

in part brought several changes in the structure of the organization and consequently

affected the current OCD system. The purpose of the transformation was to enhance the

organizational effectiveness and rationalize the structure of the SAF.[106] The proposed

OCD system looks at those changes through new formations of the units, changes in

Military Education and Training (MET) requirements for different assignments and

changes in ranks for certain assignments.

The reorganization process should be completed by 2018 and will introduce the

new structure of the SAF. Previously, the SAF structure was comprised of the General

Staff of the SAF (GS SAF), with Force Command and TRADOC as first subordinate

commands. Force command was divided into brigades and those into battalions. The new

structure of the SAF remains with the GS SAF at the top with the Center for MET and

Combine Operations Center. Because Force Command and TRADOC dissolve in the

process of the transformation, the units which are divided into maneuver and logistics

brigades are subordinate directly to GS SAF. The lower echelons are maneuver and

support regiments, as well as some independent regiments.[107] For the scope of this paper,

changes in OCD system are depicted through structure and assignments within the

---

[106]The Government of the Republic of Slovenia, *Srednjerocni obrambni program Republike Slovenije* [Midterm Defense Program of the Republic of Slovenia], The Government of the Republic of Slovenia (Ljubljana, number: 8030-1/2013/3, 2013), 48.

[107]Ibid., 32.

infantry brigades and regiments, where the bulk of officer's career in the first ten years will occur.

The assignments in the regimental staff are executed in the ranks of 1LT, CPTs and MAJs. The MAJs are Section Leaders (SL) in the S3 and S4, other Staff SLs are CPTs. The Chief of Staff (COS) in the Regiment is also a MAJ, while the regimental XO is a LTC and regimental commander is a COL. The regiments are battalion size formations where the company commanders (CO CDR) are MAJs, their executive officers (XO) are CPT, and platoon leaders (PLT LDR) are 2LTs and 1LTs.

Other significant changes included in this proposed OCD system are the MET requirements for the positions executed in the ranks of captains and majors. The previous MET requirements for the assignments in the rank of captain stay the same; however the requirements for the rank of major have changed and are depicted in the proposed OCD system. Therefore the proposed OCD system focuses on the Basic Military Education and Training (BMET), the Staff Course (SC), and different forms of Complementary Training Programs (CTP).

The similarities with the OCD system in the BA are quite obvious in terms of regimental structure and developing the officer until the rank of major, where he can assume the position of company commander. Even though their accession system is vastly different from the SAF, the subsequent training, assignments and their competencies are applicable to the new structure of the SAF and are depicted in the proposed OCD system. However, the equivalent of CTP in the BA is focused more on the continuous development of an officer, which the proposed OCD system takes into account.

## Competencies Based Proposed OCD System

One of our professors at CGCS told us to begin with the end in mind, otherwise every, or any road will do. That said, this paper already looked at some of the challenges the SAF is facing in the future, as well as constraints imposed on the OCD system by the legislation governing the SAF and its members. The proposed OCD system tries to encompass those challenges and constraints into the OCD system through a competencies based OCD system. Chapter 2 already discussed the competencies in detail. Competencies, in this chapter, are understood as a means, used by the senior leadership of the SAF, to direct the training and educating process of its personnel to achieve SAF's strategic goals.

Failing to communicate those needed competencies to the personnel management of the organization eventually leads to a situation where the senior leadership cannot achieve strategic goals through the availability of trained and competent officers. A clear set of competencies is very important at early stages in an officer's career where the SAF is building its officer corps and must clearly communicate expected competencies to the individual and society. The proposed OCD system is based on competencies and encompasses all four personnel management functions of accession, development, promotion and transition.

The first challenge of the SAF is determined by current fiscal constraints, which might have long term-effects on the organization, but also forces the SAF to prove its relevance to the people of the RS. The second challenge for the SAF is its growing involvement in multinational HQs within NATO or the European Union structure. Other challenges are deployments in various UN or NATO led operations, and being heavily

involved in supporting the civil authorities in times of natural disasters or other emergencies.

The competencies based proposed OCD system looks at these challenges and determines the competencies that individual officers must have in order to lead the SAF in the future. Being able to communicate in both a domestic and international environment, using foreign languages, and having 'intellectual' interoperability with peers within NATO and EU structures, are some of the competencies the proposed OCD system looks at. Being able to operate in a fiscally constrained environment would force the officer at the tactical level to show a high level of commitment, motivation and initiative to find a way to mitigate those constrains in the training and operational environments.

<center>Concepts Supporting the Proposed OCD System</center>

To support the development of those competencies and provide a transparent OCD system, the proposed OCD system introduces a few new concepts, which are: an added ROTC – like accession program, a more complete evaluation report, key development positions and the year group ranking of the officers. These concepts are the foundation for this proposed OCD system and should be adopted in conjunction with changing the personnel management system.

The accession program with an ROTC component is one of those new concepts the proposed OCD system would introduce in the SAF. The accession program upgrades the existing scholarship system with the purpose of identifying the competencies needed to access the individual to the SAF during his under-graduate years.

The next new concept is comprehensive evaluation concept, which is no longer based solely on individual's OER, but also includes the soft competencies, the ones that are not measured in the OER and the recommendation from the superior officer. The OER, soft competencies and superior's recommendation are combined in the Officer Evaluation Package (OEP), which will include a more centralized evaluation management system to support all three functions of personnel management after the individual is accepted in the SAF. The proposed evaluation process of the individual represents the basis for developing and promoting officers in the SAF. A weighted method of three different parts of the OEP gives 40 percent weight of the OEP to the commander's recommendation, and 30 percent to the soft competencies and OER respectively. The OEP is measured by a scale of one to five and follows the same scale as the OER in order to avoid the confusion.

The third new concept is the introduction of the KD positions, where the proposed OCD system emphasizes certain positions that must be held by an individual in order to assume the leadership positions. Those KD positions contribute to the soft competencies of the individual and are part of the OEP. The OEP is therefore used to support the rankings for assigning the individual to a KD position, provide information for the ranking list of the individuals for other assignments and promotions, as well as assigning them to the AMET and CTP in Slovenia or abroad. The OEP will also be used in determining the retention policy where the individuals who are not complying with the prescribed standards could be separated after the first two or ten years of their service in the SAF, as outlined in the 2013 Guidance.

The last new concept in this proposed OCD system is ranking officers within their year group, where they are ranked below-, in the-, or above the 'zone.' All of these new concepts the paper discusses in detail bellow.

<div align="center">Accession in the Proposed OCD System</div>

As already discussed in this paper, the Defense Act determines the requirements for the entry into the SAF and will not be discussed in this chapter, because they do not change in the proposed OCD system. Future demands for officers in the SAF are to assess approximately 35 individuals per year. The number is a rough estimate based on the calculation of current needs, which are about 15 officers per year and the effect of increased numbers of openings caused by the new separation process after first two and ten years of service. Both of the separations will be discussed in the last of the four personnel management functions.

The shortfalls of the existing system are the low level of commitment of the student in the scholarship program must show during the study. This was changed recently with the organization of the "summer camps" where those students practiced certain individual and squad level skills and procedures. However the summer camp was not recognized as a formal completion of any of the forms of CLT prior to 2008, when the Minister of Defense adopted the Regulation for Scholarship in the SAF, and is even today open to all interested students regardless of their status in the scholarship program. In other words, it represents the only event where students are evaluated and trained; but having other students present on a voluntary basis does not help the evaluation and selection process.

Military summer camp is an excellent way of promoting of the military profession among the student population in Slovenian universities, but has failed to meet the expectations of providing a proper assessment of the members within the scholarship program or of recruitment of new individuals to the military. Not giving any formal recognition after the completion of those camps led the senior leadership into making changes in the whole accession system which the proposed OCD system in this paper takes into account.

The accession in the proposed OCD system is based on the needs of the SAF for the new officers. The proposed accession also takes into account the organizational changes in the SAF after the completion of the transformation in 2018 and the ratio between the officers, NCOs and privates, which at the end of transformation should be around 1:2:4.[108]

Doctor Kotnik, the current political advisor to the Chief of the GS SAF, in his article "A Modern Officer of the Slovenian Armed Forces: Their Characteristics and Formation," highly recommends the format of the US ROTC program. In his opinion, this program provides the most cost efficient way to obtain new individuals for the officer corps in the SAF.[109] The existing OCD system already has in place the institute of scholarship program, which gives scholarship to the students at different universities in Slovenia or sending certain individuals to academies abroad.

---

[108]The Government of the Republic of Slovenia, *Srednjerocni obrambni program Republike Slovenije,* Annex C, 3.

[109]Kotnik-Dvojmoc, "Kaksen Naj Bo Sodobni Castnik Slovenske Vojske in Kako do Njega," 92.

The accession program based on an ROTC program like that in the US military should be adopted to allow the SAF to monitor the individual through all four years of his under-graduate education. The Defense Act and Regulation for the Scholarship in the SAF among other things requires the following to enter and finish the Scholarship program:

1. The individual must complete medical and physical screening prior to enter the program;

2. The individual must complete the Core Level Training (CLT) during his four years of study.[110]

The proposed OCD system recommends changes to the existing regulations, further regulating the scholarship program and introducing additional requirements:

1. The individual must complete school in the required academic years, the only exemption would be for medical causes, but the individual must still be medically fit for military duty upon graduation;

2. The individual must be actively engaged in the activities of the SAF during civil-military events in the University;

3. The individual must complete medical and physical fitness examinations every two years.

The accession program in the proposed OCD system should provide up to 90 percent of the future officers and the other ten should be divided among the applicants from the existing SAF structure and specialist such as doctors, legal personnel or clergy.

---

[110]National Assembly of the Republic of Slovenia, *Pravilnik o stipendiranju v Slovenski vojski* [Regulation for the scholarship in the SAF], National Assembly of the Republic of Slovenia, law ed. (Uradni list RS, Ljubljana, 50/2008), 5408-5410.

The paper omits the details about these specialists due to the unique considerations for those personnel and very low numbers of these individuals on yearly basis.

The selection for OCS in the proposed OCD is very similar to the one the BA use and serves as additional selection process for the SAF for accepting the individual with the necessary competencies for becoming an officer of the SAF. The selection is necessary also for prior enlisted personnel chosen by the SAF to apply for OCS. The enlisted personnel should possess the same level of competencies but are not sent to CLT, because they already finished a CLT at their accession to the SAF. While current selection process for the OCS recognizes certain entry level skills, the proposed OCD recommends basic competencies for the individual entering OCS. The proposed OCD system recommends similar techniques for measuring these competencies as was discussed with the BA selection process in chapter 2, using a form of Army Officer Selection Board. Those competencies should at minimum be:

1. Physical fitness;

2. Ability to effectively communicate in Slovenian and at least in one of official NATO languages;

3. Motivation and sense of responsibility;

4. Reliability and initiative;

5. Live by the SAF values.[111]

The proposed accession program should also allow the SAF to communicate expected competencies to future members of the SAF Officer Corps and the RS society,

---

[111]For the definition of each competency look at Appendix A: Table of competencies.

with the intent to build confidence in its military. The accession program should also enforce high standards for the future officer corps, having oversight of the level of commitment to the profession of arms, as well as flexibility to cope with a changing environment, which could demand different profiles of officers. The next step of the proposed OCD system deals with development and promotion of the officer from early stages of his career all the way to his ten year mark.

<div align="center">Development in the Proposed OCD System</div>

The proposed OCD system develops officers according to the Doctrine of Training and Education (TED). The development starts with selection process as the entry requirement for the Officers Candidate School (OCS), and continues with OCS and MOS schools as a second part of Basic Military Education and Training (BMET). Officer professional development after BMET is continued with the complementary training programs (CTP), and the Staff Course as part of the Advance Military Education and Training (AMET) and fulfilling the prerequisites for the rank of captain.

During OCS the candidates are continuously trained and evaluated through the competencies acquired before OCS, and they develop new competencies, which are needed for commissioning as a 2LT. Those additional competencies for the first two officer's ranks include:

1. Emotional intelligence,

2. Powers of communication in Slovenian language,

3. Subordinate development,

4. Professional effectiveness,

5. Tactical proficiency,

6. Communication in a NATO official language;

7. Leadership,

8. Management of resources.[112]

After the completion of OCS the SAF commissions the individual into the rank of 2LT and provides MOS training, where the officer obtains competencies for his branch and his future assignments. He is still under the two year contract and subject to constant evaluation, which gives the SAF the ability to manage the structure of the officer corps in the early stages of an officer's career.

The next step of the development of the individual are the CTPs which are intended to give the individual additional competencies to execute specific assignments. While the current OCD system recognizes two parts of CTP and is focused on training and educating the individual for specific assignments, the proposed OCD system looks at the BA example and recommends the following applicable programs from the BA system for the SAF CTP.

The SAF, like the BA should use its CTP as a means for continuing professional development from the rank of captain to major and above. The CTP system is developed to provide the individuals short resident courses at designated schools or by distributing course material to the individuals while working in the units and then testing the knowledge through various exams. Their CTP is focused on developing additional leadership skills, creative and critical skills such as writing skills, and preparing the individuals for future AMET courses.

---

[112]For the definition of each competency look at Appendix A: Table of competencies.

The current TED in the SAF recognizes the next level in developing an officer through the AMET. This paper looks at the first part of the AMET which is the Staff Course (SC). The proposed OCD system introduces a few additional requirements as well as the entry-level exam for the SC, which will provide an additional tool for the OEP and identify the competencies needed to advance to the SC.

The selection process for the SC begins at the third and fourth year of an officer's career, where the OEP for both of those years provides the tool for ranking among the year group. The officers with the highest OEP in the year group represent the 'below zone' for their year group and are legible to apply for the SC in their fifth year with the 'in-the-zone group' of the previous year group and 'above the zone' group from prior two year's group. The entry-level exams play a crucial role in identifying the qualifications to enter the SC from all three year groups, as well as serving as an additional selection tool for the SAF to use in determining officer retention.

The last part of developing an officer in the proposed OCD system is the Company Commander Course as part of the CTP. This should be a weeklong course executed in a designated institution after the company command selection is complete and within six months after assuming command. A company commander, in a small armed force as the SAF, with a prevalent deployment policy, which is based mostly on a company-sized units being deployed, is a very important assignment, which can have strategic implications for the Republic of Slovenia. Therefore, the Company Commander Course should reiterate the leadership and tactical competencies needed to command the company, as well as legal, financial and administrative competencies. The Company Commander Course should also provide the individual the latest overview of the National

Defense Strategy and the Midterm Defense Program in order to obtain the latest strategic guidance for the SAF.

The CTP and SC are oriented to prepare the officer to assume assignments as company executive officer (CO XO), regimental staff officer (Reg. Staff), regimental section leader (Reg. Sect. LDR), Brigade Staff (BDE Staff) , instructor in Military Education and Training institutions (MET), regimental XO or Chief of Staff or Section S3 and S4 leader (Reg/COS/S3/S4), General Staff of the SAF position (GS SAF), Company commander (CO CDR), and others. The competencies in the rank of captain and major are listed as general competencies, commander competencies and staff pillar competencies. The proposed OCD system recommends that an officer should possess the following competencies to meet the demands of those assignments:

1. General competencies include:

    a. Emotional intelligence,

    b. Powers of communication (able to publish an article in SAF
      magazines),

    c. Motivation,

    d. Responsibility,

    e. Subordinate development,

    f. Courage,

    g. Reliability,

    h. Professional effectiveness,

    i. Initiative,

j. Tactical proficiency,

k. Communication in at least one of the NATO official languages.

2. Commander's pillar:

a. Embrace ambiguity,

b. Leadership,

c. Accept prudent risk

3. Staff pillar:

a. Analytical skills,

b. Interdisciplinary skills,

c. Accuracy,

d. MDMP proficiency,

e. Organizational skills,

f. Mission Command systems proficiency.[113]

Promotion in the Proposed OCD System

Chapter 2 of this paper discussed in detail the promotion system in the SAF and
its dependence on individual assignments, years in service and the OER. The proposed
OCD system builds on the current system and recommends the concept of year groups as
already presented in this chapter.

The year group, along with the OEP, provides a transparent and competitive
model that provides a satisfying level of predictability in the officer's career. The
promotion system is based on promotion in assignments and is depicted in Table 6:

---

[113]For the definition of each competency look at Appendix A: Table of
competencies.

Proposed Career System. New assignments are depicted in the table in the windows where the individual with the lower rank occupies assignment with the higher rank for certain amount of years, based on existing legislation. The proposed OCD system clearly identifies the years in an officer's career, when he can expect promotion to a new assignment with higher rank and years when he can expect a promotion in rank, if he achieves the proper OEP rating.

The proposed OCD system follows the 2013 Guidance for managing careers of military personnel and introduces also the KD positions for the most demanding and prestigious assignments in the officer's career. The 2013 Guidance recommends giving advantage for assignments to leadership positions within the regiment to individuals who already served on junior assignments in the same unit in the last five years.[114] The proposed OCD system identifies KD positions prior to company command, regimental and brigade section leader or regimental COS. For the assignment to company command the individual should execute the following KD positions:

1. PLT LDR in his branch;

2. Instructor in MET or Company XO;

3. Being deployed as part of the regiment.

For the assignment as regimental or brigade section leader (S3, S4) or Regimental COS:

1. PLT LDR;

2. BDE Staff or Regimental S3, S4.

---

[114]Ministry of Defense of the Republic of Slovenia, *Obvezne usmeritve za vodenje kariernih poti vojaskih oseb*.

Table 6.    Proposed career system in new OCD system

| Rank | 5 | 4 | 3 | 2 | 1 | Years |
|---|---|---|---|---|---|---|
| MAJ/ CPT | MAJ: CO CDR, MET, Reg. XO/CoS/S3/S4, GS SAF, BDE Staff | CPT on MAJ: MET, Reg. XO/CoS/S3, S4, GS SAF, BDE Staff | CPT: Reg. sect. LDR, BDE Staff | Separation process ends w/ 10 YRS mark | | 10YRS |
| CPT/ 1LT | CPT on MAJ: MET, Reg. XO/CoS/S3/S4, GS SAF, BDE Staff | CPT on MAJ: MET, Reg. XO/CoS/S3/S4, GS SAF, BDE Staff | 1LT on CPT: CO XO, Reg. staff, BDE Staff: 1/3 Separation | 1LT: Reg. Staff: Separation | 2nd Selection for the Zone and retention | 9YRS |
| CPT/ 1LT | CPT on MAJ: MET, Reg. XO/CoS/S3, GS SAF, BDE Staff | CPT: CO XO, Reg. sect. LDR, BDE Staff, MET | 1LT on CAPT: CO XO, Reg. staff, BDE Staff | 1LT: Reg. Staff | | 8YRS |
| CPT/ 1LT | CPT: CO XO, Reg. sect. LDR, BDE Staff, MET | 1LT on CPT: CO XO, Reg. sect. LDR, BDE Staff | AZ: 1LT on CAPT: Staff Course | 1LT: Reg. Staff | | 7YRS |
| 1LT | 1LT on CPT: CO XO, Reg. sect. LDR, BDE Staff | Z: 1LT on CPT: Staff Course | 1LT: PLT LDR, Reg. Staff | 1LT: Reg. Staff | | 6YRS |
| 2/ 1LT | BZ: 1LT on CAPT: Staff Course | 1LT: PLT LDR, Reg. Staff | 2LT on 1LT: Reg. Staff | 2LT on 1LT: Reg. Staff | | 5YRS |
| 2/ 1LT | 1LT: PLT LDR, Reg. Staff | 1LT PLT LDR, Reg. Staff | 2LT on 1LT: Reg. Staff | 2LT on 1LT: Reg. Staff | 1st Selection for the zone** | 4YRS |
| 2LT | *2LT on 1LT: PLT LDR, Reg. Staff | 2LT on 1LT: PLT LDR, Reg. Staff | 2LT: PLT LDR | 2LT: PLT LDR | | 3YRS |
| 2LT | PLT LDR | | | | PLT LDR (separation) | 2YRS |
| -2LT | OCS / MOS | | | | | 1YR |
| OEP | 5 | 4 | 3 | 2 | 1 | |

*Source*: Created by author.
Note: * Meaning the individual is assign to position which is executed in higher rank as he currently has (in this case 2nd LT is assigned to a position executed in 1LT rank).
** Selection is based on OEP in the 3rd and 4th year and is used to determine individuals above the zone (AZ), in-the-zone (Z) and bellow the zone (BZ) of their year group.

In addition to showing the proposed career system in the SAF as part of the proposed OCD system, Table 6 focuses on the structure of both infantry brigades of the SAF, which represents the bulk of officer positions in the first ten years of their careers. Table 6 includes officers in both career pillars and intentionally omits the specialist pillar.

This table intentionally does not represent all possible assignments for the officers in the navy and air branches as well as omitting certain positions in the sustainment branch. The comprehensive approach within the personnel management of the SAF should depict equivalent positions to the ones represented in the table for other branches.

First and second selection time periods for the year groups is depicted on the right column of the table and represents critical years used by the SAF for its transition policy as well as assigning officers to MET or new assignments.

<u>Transition in the Proposed OCD System</u>

Transition of the officer is the last personnel function and it is through which the proposed OCD system defines the retention and separation actions. The proposed OCD system recognizes all termination criteria depicted in different legislative documents discussed in second chapter. Focus of the transition phase in the proposed OCD system follows the transparency principle and defines the criteria for the separation or retention. The intent is to clearly depict the milestones in the officer's career in the first ten years, when the officer can expect those actions to occur.

This paper defines those milestones and criteria in Table 6: Proposed career system. In that table, the proposed OCD system depicts the first separation process after the first two years of the officer's career. Once again, the OEP is the basis for determining if an officer is eligible to sign another contract or not. In the first two years the individual receives at least one OE which is used for initiating the process of separation after those two years or retention of the individual for the next eight years. Even though the table shows that the separation occurs for the individuals with an OEP of two or one, the proposed OCD system recognizes the ability of the SAF to decide to

retain more individuals or increase the number of separations depending on the SAF

needs, which it should communicate well in advance.

The second milestone in the transition function is the third and the fourth year that

are used also for development and promotion. The individual is evaluated during both

years and the OEP is again used for transition procedures. As the table shows, the

individuals with an OEP two or less in the third and fourth year of their career are to be

separated after ten years and are not planned for any higher assignments or future MET.

Those individuals stay in the military according to their contract until their tenth year of

service, using the last two years of their career for the separation process.

At the ten-year mark, the SAF are not obliged to pay any severance to the

individual who is separated from the military. The retention policy depends on the

manning needs of the SAF, where the proposed OCD system recommends commencing

the process at least two years before the contract can be renewed or terminated. As part of

separation process the SAF should execute additional training for the individual to be

qualified for another job, or start the procedures to employ the individual as civilian in

the Ministry of Defense or other equivalent assignments within the government.

The latter is especially important for the individuals who do not decide to stay in

the military after ten years, but their service was exemplary. The proposed OCD system

recommends developing mechanisms to provide those individuals the assignments in

equivalent positions within the government structure if they wish to do so. Providing

those assignments to individuals within the government system should minimize

employments of new civil servants, while maintaining competencies within the defense

or broader government system.

Summary

The purpose of the proposed OCD system is to provide a system with a certain level of predictability in an officer's career, and identifiable officer competencies, as well as developing a competitive environment for officer promotion. It is also focused on determining the appropriate tools for a retention policy, which are feasible and acceptable under the constraints provided by civilian labor law.

The proposed OCD system provides the foundation for developing the personnel management policy and processes within the SAF. A clear evaluation method through the OEP should provide the personnel management division with the right tools for all four personnel management functions. Combination of the OEP with the concept of the year group division and using this in assigning the individuals to MET, new assignments, as well as developing the retention or separation policy should help build transparency in the system.

The proposed OCD system enables the establishment of a more centralized personnel management system and reduces the administrative work at lower echelons. It would create bottom up reporting through OEP and top down management. In addition the personnel management division should appoint a department to manage its officers in accordance to the needs of the SAF. The directives within the SAF should establish this element to coordinate officer's careers within different branches, as seen in the BA, preside over the Officers Boards and use the OEP when executing different personnel actions.

Central execution of personnel management and demanding selection processes at all levels of officer's career based on competencies should provide the basis for a

competitive environment, where officers will advance according to their year group and their abilities. This will allow the OCD system to introduce a demanding but transparent and predictable system. This system, where officers could enjoy the learning environment and be able to excel solely upon their abilities, would lead the SAF towards, as current Minister of Defense, Roman Jakic, defined in his interview for national television: "a small, well equipped, flexible and professional military."[115]

The next chapter will discuss the effects of proposed OCD system on the current and future status of the SAF and its Officer Corps. The Chapter will provide a link between the OCD system and professionalism of the SAF on one side and the importance of establishing the relevancy of the SAF to the Slovenian society in the light of fiscal constraints.

---

[115]Roman Jaklic, Minister of Defense on the Future of the SAF, Interview on National TV Slovenia, 29 April 2013.

CHAPTER 5

CONCLUSIONS AND RECOMMENDATIONS

This chapter summarizes the findings and makes recommendations for the future

development of the OCD system in the SAF to include recommendations for changing

the existing legislation governing public servants and specifically the military personnel

in the Ministry of Defense.

Conclusion

The Slovenian Armed Forces played a crucial role in the War for Independence in

1991 and remains, even today, the most trusted national institution in the Republic of

Slovenia.[116] This type of trust is, according to the 2012 US Army White Paper, "Our

Army Profession," issued by General Raymond T. Odierno in January 2012, an essential

prerequisite for the organization to be considered a profession.[117] The level of trust a

society has in an institution will determine the professional status of that organization. In

other words, the society is the only element that grants the organization and its members

the status of profession.

Building this trust, and most important maintaining it, is a long and constant

process that an organization should execute with outmost dedication. The process

includes the ability to self-evaluate, to provide exclusive services to society, which

---

[116]Center for Public Opinion Research, Politbarometer 1/2013 [Political barometer 1/2013], Center for Public Opinion Research (Ljubljana, Slovenija, 2013), 13.

[117]General Raymond T. Odierno, "The United States Army: A Noble Calling, a Trusted Profession," *White Paper–Our Army Profession*, January 2012, http://cape.army.mil/CompanyCommander/Student%20Handouts/Our%20Army%20Profession_Final%20Working%20Draft_24MAR12.pdf (accessed 24 October 2013).

cannot be performed by any other institution, and holding itself to a high moral and ethical standard.[118]

The effects of the proposed OCD system should reaffirm the existing trust that society has in the SAF, build a more competent officer corps, and help establish the relevance of the SAF in the RS society. Former Ministry of Defense of the RS, Ljubica Jelusic, defined the officer corps as the most professional part of the SAF.[119] The proposed OCD system is intended to provide a more effective and transparent personnel management system in the SAF, which should enable further development of the SAF's most professional element. This should have significant effects on SAF in the future in light of fiscal constraints, which already have affected more than half of the SAF's budget in the last four years.

Having professional leadership in the organization should better enable executing the tasks of the SAF and meeting future challenges. It would also allow for the execution of the transformation processes in the SAF, which among other things, is aimed to reconnect the SAF with society. Alternatively, as current Chief of GS SAF, BG Dobran Bozic stated, "One of the goals of transformation in the SAF is also the mindset that our Army comes from the society and should also give back to the society."[120]

The process of establishing the relevance of the SAF to the RS society is also supported by the proposed OCD system through a clear set of competencies for

---

[118]Odierno, "The United States Army: A Noble Calling, a Trusted Profession," 1.

[119]Jelusic, *Legitimnost sodobnega vojastva*, 107-108.

[120]BG Dobran Bozic, "Po preoblikovanju bo SV bolj vključena v prostor" [The SAF will be more connected with the society after the reorganization], *Slovenian Armed Forces Magazine*, no. 5. (May 2013): 10-11.

individual officers at different stages in his career. One of the beginning steps of the transformation process is relocating smaller size units into periphery military installations, thus, decentralizing the concentration of the units in bigger cities. Relocation of certain company size elements in those smaller military installations requires company commanders to be able to communicate effectively with the local community and local government as they are trained to do when deployed. The ability to execute those tasks are part of the proposed OCD system, which also encompass competencies to support additional steps in the transformation process of the SAF.

The SAF is executing several initiatives through the transformation process also in the area of civil-military cooperation. This will be made easier through the intensified dialogue those relocated units will have with local government representatives, where they will be able to identify the needs of local communities. In this light, the SAF is continuing to provide logistic support to every major sport and other events in the RS. Identifying those needs from local communities, and providing support to major events in the RS requires certain competencies that the proposed OCD system encompasses into MET.

The transformation process of the SAF will require additional sets of competencies that officers should have in order to meet the goals of the transformation, maintain the level of trust of the RS society, and build on those attributes of a professional institution. A transparent and competitive OCD system will best provide the environment to produce the leadership of the SAF to answer to those demands.

The environment in which the SAF is operating today will definitely change in the future. Currently the SAF has to be able to operate in the international environment as part of standing headquarters of international organizations or part of internationally led operations in different parts of the world. While being a credible partner in the international environment, the SAF has to conduct its primary task of protecting the sovereignty and integrity of the territory of the RS and proactively engaging in other activities of Slovenian society. The proposed OCD system makes recommendations to help produce a leadership for the SAF, which will be able to execute those tasks and activities in domestic and international environments in the future.

The first recommendation the proposed OCD system introduces into the SAF is an accession program which is be based on a similar system as the Reserve Officer Training Corps (ROTC) in the United States military. The amount of officers the SAF require every year should allow the accession program to be competitive, able to develop the entrance competencies in each individual as well as communicate to society the high standards for entering the SAF. The proposed OCD system recommends certain modifications in current Scholarship program, but does not need any legislative changes.

The second recommendation is the evaluation system, which would provide a more comprehensive evaluation of the individual and would not be solely based on the OER. It also includes additional competencies which are evaluated by an individual's senior leader and his peers. They could be either part of the OER process or a separate process connected to particular personnel actions. The last, but not least, important

change in the evaluation process is the individual's senior recommendation for promotion or other personnel actions.

The new evaluation system is supported by a centralized personnel management process. The centralized personnel management process is based on ranking lists, which are developed in conjunction with the OEP, and on establishing the Officers Board, which will supervise and lead the promotion process. The idea is to develop the promotion system based on the officer's year group. Officers will be evaluated within their year group using competencies measured in the OEP and then be placed in the ranking list. Only the most successful officers in their year group will be able to advance faster, while the least successful ones will be put in the process of separation.

Another important recommendation in the proposed OCD system is the retention policy, which will be the indicator of how well the SAF can police its own structure. The OEP system, in conjunction with the Guidance of Managing Careers of the military personnel, will allow the SAF to separate the least successful officers at the second and at the tenth year mark. The proposed OCD system defines the benchmarks for those personnel actions to provide transparency in the officer's career.

Developing the concept of KD positions intends to clearly communicate to individuals those positions necessary in order to advance to the most demanding assignments later in his career. Even though KD positions are not part of the established evaluation process, they represent an important indicator as to whether the individual has developed the required competencies and provides another selection tool for assigning individuals to those demanding assignments.

While some changes in the SAF require two thirds vote in the Parliament of the RS, the proposed OCD system intentionally avoids those recommendations. However this does not preclude those additional changes could further develop the OCD system in order to allow an even more transparent career path for all the members of the SAF. The most obvious change in the current legislative is the change in promotion system in ranks. As discussed in this paper, the current promotion system in ranks is based on promotion in assignment, followed by years in service, and afterwards the promotion in rank.

The current system of promotions in rank is based on the existing legislation and requires the individual to assume assignments executed in higher rank than his personal rank. This fact might work while the individual is working in a domestic environment, but is hardly understood by our partners in the international community. It creates unnecessary confusion, and in many cases, it hinders the career of an individual in the international community where he might be competent to assume certain assignments but cannot due to his personal rank. Although the proposed OCD system builds the individual career with clearly communicated competencies for higher assignments, it does not change the promotion in rank system. Only changes of the existing legislation would allow the individual's promotion in rank to be based on his future potential and not past accomplishments.

This paper described the current operational environment in which the SAF is developing its officer corps. Using the lenses of the future challenges of the SAF, this paper recommends an improved OCD system, which will produce officers able to lead the SAF to face those challenges. The paper discussed the reasons for changing the OCD

system and its effects on current structure of the Officer Corps in the SAF. It also provided recommendations needed to change the current OCD system, which can be made without changing any of the Defense legislation. The proposed OCD system is intentionally built upon existing legislative and does not require any political decisions to implement it.

Probably one of the most important things the proposed OCD system requires now is a high level of maturity of the organization and willingness to implement those changes the paper discussed. The responsibility relies on the leadership of the SAF, who are controlling the "human resource system, which is so vital to the Army being a profession."[121] If they will include those changes in existing acts and directives within the SAF, then it is the responsibility of the existing officer corps to implement them in all functions of personnel management system.

---

[121]Don M. Snider, *Once Again, the Challenge to the U.S. Army During a Defense Reduction: To Remain a Military Profession* (Carlisle Barracks, PA: Strategic Studies Institute, 2012), 30.

# APPENDIX A

# TABLE OF COMPETENCIES

| Number | Competency | Description |
|---|---|---|
| 1. | Emotional intelligence | The individual maintains relaxed, calm and controlled reactions to challenging situations, while understanding the ambiguity of the environment and with his actions diminishes the ill effects of a challenging environment. In stressful situations the individual acts reasonably and effectively and is able to solve problems that occur. |
| 2. | Management of resources | The individual is prudently using the given resources to accomplish the task, he is aware of the scarce resources and uses them only when necessary. He is preventing unnecessary damage to material, therefore also keeping down costs for repairing or replacing them. |
| 3. | Effective communication in Slovenian and at least in one of official NATO language | The individual has the ability to express his thoughts well, with exact and clear instructions orally and in written form in Slovenian and in one of the NATO official languages. He is also able to publish an article in the RS Defense System official magazines. |
| 4. | Ability to work and communicate in international environment | The individual has ability to communicate in a NATO official language, and understands the other nation's military techniques and procedures as well as local culture. He understands and respects cultural diversity and uses it to accomplish the coalition mission. |
| 5. | Motivation | The individual displays the ability to overcome obstacles with initiative, which is reflected in his attitude, which is also transferred to his subordinates and soldiers. |
| 6. | Responsibility | The individual is confident making decisions, which will lead to accomplishment of the mission or task and accepts the consequences of failure or success. When the individual is leading, he creates shared understanding oriented towards mission accomplishment and promotes timely execution. |
| 7. | Live by SAF values | The individual respects and works with SAF values: **patriotism** (the individual is loyal to the RS and is prepared to work hard for the good of the SAF and the RS), **courage** (the individual expresses no fear while executing demanding and dangerous assignments, and displays moral courage), **loyalty** (the individual is prepared to work hard to contribute to the success of the |

92

| | | SAF), **selfless service** (the individual executes his tasks anytime and anyplace necessary, his goals are subordinated to the goals of the SAF), **honor** (the individual is a proud member of the SAF and shows that with his demeanor in public life), **esprit de corps** (the individual respects other members of the organization, helps them execute their tasks and invest in personal relationships with other members of the SAF). |
|---|---|---|
| 8. | Accuracy | The individual concentrates on accurate execution of his tasks and avoids mistakes. While working with numbers, maps, drawings the individual is careful and thorough. |
| 9. | Reliability | The individual executes tasks in timely manner and demonstrates a sense of duty and commitment. |
| 10. | Initiative | The individual always looks for new approaches to solve issues. |
| 11. | Physical fitness | The individual demonstrates satisfactory physical conditions through various evaluated events such as: Army Physical Fitness Test, prescribed marches, and mountain climbing. |
| 12. | Tactical proficiency | The individual is proficient in individual tactical skills, as well as effectively employing his unit and weapons systems in decisive actions through his ability to comprehend the higher intent, develop a plan, effectively communicate the plan to subordinates and effectively exercise control throughout the execution. |
| 13. | Subordinate development | The individual is a steward of his profession and strives to develop subordinates and help his peers in understanding their role and tasks and the military profession in general. |
| 14. | Professional effectiveness | The individual carries out the full range of tasks effectively, shows clear understanding of the professional environment, and displays interest in wider aspects of defense and current affairs. He also seeks to enhance professional knowledge and understanding of new technology and other military developments in Slovenia and other countries. |
| 15. | Leadership | The individual projects a strong persona and character to motivate subordinates to do what is required of them, and promotes a positive sense of purpose and direction. The individual also inspires, influences, directs and supports others in both routine activities and under stress; and he instills self-esteem, team spirit and unity of effort through developing shared understanding. He creates early momentum and success, leads with firmness and fairness, demonstrates responsibility for those under his command; and he sets an example consistent with SAF values and standards, and motivates others to embrace change when change is required.[122] |

---

[122]U.K. Army, *Offices Career Development Handbook*, 13B1-1.

| 16. | Embrace ambiguity | The individual is aware of unpredictable environments, friction on the battlefield and other uncertainties. He executes positive control over his subordinates and communicates with mission type orders to allow the initiative of his subordinates. |
|-----|-------------------|------|
| 17. | Analytical skills | The individual is able to recognize certain characteristics and causes of diverse challenges. He uses a logical and systematic approach in problem solving. |
| 18. | Interdisciplinary skills | The individual has the ability to connect knowledge from different areas of expertise and is able to work in other fields when necessary. |
| 19. | MDMP proficiency | The individual understands and uses the methods and techniques of the MDMP process; he understands the value of cooperation in the process. His products are in accordance with doctrine, and he is able to present them in a concise and accurate manner. |
| 20. | Organizational skills | The individual is organized and is able to use his time effectively as well as organizing the work for his subordinates. |
| 21. | Mission Command systems proficiency | The individual is able to use the Mission Command system while analyzing and presenting products from higher as well as developing his own. |

BIBLIOGRAPHY

Doctrinal Documents

Furlan, Branimir, Darko Petelin, Bruno Toic, and Gregor Kastelic. *Vojaska doktrnia* [Military Doctrine]. Ljubljana: Defensor, Schwarz, 2006.

Pesec, Mojca. *Doktrina vojaskega izobrazevanja in usposabljanja* [Training and Education Doctrine]. Maribor: PDRIU, 2013.

U.K. Ministry of Defence, U.K. Army. *Offices Career Development Handbook*. London, UK: Army code 64257, 2005.

U.S. Department of the Army. Department of the Army Pamphlet 600-3, *Commissioned Officer Professional Development and Career Management*. Washington, DC: Government Printing Office, 2010.

———. Army Doctrine Publication (ADP) 6-22, *Mission Command*. Washington, DC: Government Printing Office, 2012.


Government Documents

Government of the Republic of Slovenia. *Srednjerocni obrambni program Republike Slovenije* [Midterm Defense Program of the Republic of Slovenia]. Ljubljana, RS: The Government of the Republic of Slovenia, 2013.

Ministry of Defense of the Republic of Slovenia. *Obvezne usmeritve za sistem kariernih poti za pripadnike stalne sestave SV* [Guidance for developing the career models in SAF]. Ljubljana, RS: Ministry of Defense, 2004.

———. *Obvezne usmeritve za vodenje kariernih poti vojaskih oseb* [Guidance for managing the career paths for military personnel]. Ljubljana, RS: Ministry of Defense, 2013.

National Assembly of the Republic of Slovenia. *Ustava Republike Slovenije* [The Constitution of Republic of Slovenia]. Ljubljana, 1991.

———. *Strategija o nacionalni varnosti Republike Slovenije* [The National Security Strategy of Republic of Slovenia]. Ljubljana, 2010.

———. *Zakon o obrambi (ZoObr)* [Defense act], National Assembly of the Republic of Slovenia. Ljubljana, Uradni list RS: 2004.

———. *Zakon o sluzbi v Slovenski vojski* [Slovenian Armed Forces Act], National Assembly of the Republic of Slovenia. Ljubljana, Uradni list RS: 2007.

———. *Pravilnik o o sluzbeni oceni* [Rules on military personnel evaluation], National Assembly of the Republic of Slovenia. Ljubljana, Uradni list RS: 2010.

———. *Pravilnik o spremembah pravilnika o sluzbeni oceni* [Rules amending the Rules on military personnel evaluation], National Assembly of the Republic of Slovenia, law ed. Ljubljana, Uradni list RS: 2010.

———. *Zakon o javnih usluzbencih* [Law of Public Servant], National Assembly of the Republic of Slovenia. Ljubljana, Uradni list RS: 2002.

———. *Uredba o spremembah in dopolnitvah Uredbe o notranji organizaciji, sistemizaciji, delovnih mestih in nazivih v organih javne uprave in v pravosodnih organih* [Decree amending the Decree on internal organisation, posts classification, posts, and titles in the bodies of public administration and justice], National Assembly of the Republic of Slovenia. Ljubljana, Uradni list RS: 2013.

———. *Uredba o cinih in povisevanjih v Slovenski vojski* [Regulations of ranks and promotions in SAF], National Assembly of the Republic of Slovenia. Ljubljana, Uradni list RS: 2002.

———. *Uredba o spremembah in dopolnitvah Uredbe o notranji organizaciji, sistemizaciji, delovnih mestih in nazivih v organih javne uprave in v pravosodnih organih* [Decree amending the Decree on internal organisation, posts classification, posts, and titles in the bodies of public administration and justice], National Assembly of the Republic of Slovenia. Ljubljana, Uradni list RS: 2008.

———. *Zakon o pokojninskem in invalidskem zavarovanju ZPIZ-2* [Pension and Disability Insurance Act], National Assembly of the Republic of Slovenia. Ljubljana, Uradni list RS: 2012.

———. *Pravilnik o stipendiranju v Slovenski vojski* [Regulation for the Scholarship in the SAF], National Assembly of the Republic of Slovenia. Ljubljana, Uradni list RS: 2008.


Articles and Publications

Bozic, Dobran. "Po preoblikovanju bo SV bolj vključena v prostor" [The SAF will be more connected with the society after the reorganization]. *Slovenian Armed Forces Magazine* no. 5 (May 2013).

Bratusek, Boris. "Kariera in Vojasko Izobrazevanje" [Career and Military Education]. *Slovenian Armed Forces Bulletin* 10, no.1 (May 2008): 41-58.

Brozic, Lilijana. *Izobraževalni sistem kot funkcija razvoja vojaške znanosti* [Educational system as a function of Development of Military Science]. University of Maribor, Kranj, RS, 2010.

Center for Public Opinion Research. *Politbarometer 1/2013* [Political barometer 1/2013]. Center for Public Opinion Research, Ljubljana, 2013.

Edwards, Thomas J. "Full Spectrum Army Officer Management." Strategic Research Project, U.S. Army War College, Carlisle Barracks, PA, 2012.

Grasic, Mojca. "Osnovno Solanje Castnikov" [Basic education for officers]. *Slovenian Armed Forces Bulletin* 10, no. 1 (May 2008): 25-40.

Jelusic, Ljubica, and Nada Kronja-Stanic. *Legitimnost Sodobnega Vojastva* [Legitimacy of modern soldiery]. Ljubljana: Faculty of Social Sciences, Knjizna Zbirka Teorija in Praksa, 1997.

Karamarkovic, Renata. "Karierna pot castnika Slovenske vojske" [Officers career system in Slovenian Armed Forces]. Master's Thesis, University of Maribor, Celje, 2009.

Kohont, Andrej, and Naglic Mateja. "Analiza kompetenc v Slovenski vojski" [An analysis of competency in the Slovenian Armed Forces (SAF)]. *Slovenian Armed Forces Bulletin* 10, no. 1 (May 2008): 159-184.

Kosmrlj, Rudi. "Model kariernega razvoja kadrov v Slovenski vojski" [The model of career development of personnel in SAF]. Research Project, Poljce, PDRIU, 2008.

Kotnik-Dvojmoc, Igor. "Kaksen Naj Bo Sodobni Castnik Slovenske Vojske in Kako do Njega" [A modern officer of the Slovenian Armed Forces: Their characteristics and formation]. *Slovenian Armed Forces Bulletin* 10, no. 1 (May 2008): 75-96.

Matthews, Lloyd J., and Don M. Snider. *The Future of the Army Profession*. Rev. and expanded, 2nd ed. Boston, MA: McGraw-Hill, 2005.

Snider, Don M. *Once Again, the Challenge to the U.S. Army during a Defense Reduction: To Remain a Military Profession.* Carlisle Barracks, PA: Strategic Studies Institute, 2012.

Stefanic, Tatjana. "Dejavniki razvoja kariere" [Factor of career development]. Master's Thesis, University of Ljubljana, 2010.

Thie, Harry J. *A Future Officer Career Management System*. Santa Monica, CA: National Defense Research Institute, RAND, 2001.

Tos, Dusan. "Vojaski Izobrazevalni Sistem-Realnost Ali Muha Enodnevnica" [Military education system: Reality or short-lived solution]. *Slovenian Armed Forces Bulletin* 10, no. 1 (May 2008): 97-120.

Zabka,r Anton, and Uros Svete. "Solanje Vojaskih Profesionalcev Med Tradicionalnimi Izhodisci in (Post) Modernimi Izzivi" [Educating military professionals: Between traditional starts and (post)modern challenges]. *Slovenian Armed Forces Bulletin* 10, no. 1 (May 2008): 183-208.

Web Based Sources

Joining the Army. http://www.army.mod.uk/join/20145.aspx (accessed 22 August 2013).

Merriam-Webster Dictionary. http://www.merriam-webster.com/dictionary/officer (accessed 25 April 2013).

Odierno Raymond T. "The United States Army: A Noble Calling, a Trusted Profession." *White Paper–Our Army Profession*. January 2012. http://cape.army.mil/ CompanyCommander/Student%20Handouts/Our%20Army%20Profession_Final %20Working%20Draft_24MAR12.pdf (accessed 24 October 2013).

National Archives UK. Officers' Joint Appraisal Report. http://webarchive.national archives.gov.uk/20051212114711/http://www.army.mod.uk/linked_files/apc/ocd/ ojar_intr.pdf (accessed 15 September 2013).

Tomazic, Egon. "Merite ucinke kadrovske funkcije, da jo boste LAHKO upravljali" [Manage the effect of personnel management function, so you will be ABLE to use it]. *Finance*, 20 July 2013. http://www.finance.si/8343795/Merite-u%C4%8Dinke-kadrovske-funkcije-da-jo-boste-LAHKO-upravljali (accessed 20 July 2013).